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ABSTRACT

This teacher resource packet contains a total of 28 modules for teaching about Japan at the elementary and secondary level. Activities on the Japanese family appropriate for grade 1 focus on similarities and differences, family size, family needs, and family roles. Grade 2 lessons look at the school, neighborhood, roles of children in the community, and community services. Grade 6 activities consider family roles, Japanese education, the work ethic, social problems, religion, economy, and nationalism. Grade 9 activities include lessons on Japan's physical geography, and industrialization. Grade 11 activities concern overpopulation, government, work ethic, and the status of women. Each lesson plan contains a listing of concepts and skills addressed, procedure, resources needed, and lesson length. Handouts, including charts and graphs, are included. (LP)

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SUGGESTIONS, RESOURCES and ACTIVITIES

FOR TEACHING ABOUT

JAPAN

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FOREWARD

The present teaching resources package contains 28 representative, but by no means definitive or exhaustive, activity - modules suitable for teaching about Japan. The modules, as their labelling indicates, may require anywhere from 1 - 4 periods of class time for their realization. Although they are variously targeted at grades 1, 2, 6, 9, and 11, these grade-designations are approximate and will vary from one educational jurisdiction to another. The selection of target grades and activity topics is not accidental, however. A concurrent survey of Canadian social studies curricula suggests that the biggest gaps in teaching about Japan, in Canada, tend to occur with the forementioned grade-levels and with umbrella themes that subsume the present activity topics.

The topics selected follow the logic of the spiral social studies curriculum wherein the understanding and appreciation of one's world proceeds from me and my world of the six-year old child, through the ever-expanding orbits comprehended by children as they mature, namely: my family, my neighbourhood, my community, my country, the world, and an abstract concept of society with its various dimensions - especially the political one.

The logic of this spiral approach is tempered by recorded experience of what works well in the teaching situation. Experience indicates that it is unnecessary and unwise to wait for children to know their own country in the higher grades before letting them study foreign lands. We know that thinking skills begin prior to grade one. Analysis is central to thinking, but comparison and contrast are preconditions for analysis. Thus my needs contrast with those of other persons; my neighbourhood is similar to other neighbourhoods and so forth. At each level of the spiral curriculum then it is both possible and desirable to provide the parallel comparisons or contrasts with other lands and cultures. It makes no sense to wait until one understands one's society as a whole before making comparisons with another society as a whole. Such holistic understanding would, in any case, be impossible if it were not firstly preceded by the consideration of manageable parts which themselves could only be fully grasped through discriminating comparisons at the same scale level.

Keeping in mind this spiral structure which employs comparisons at each orbital level, one will readily comprehend the pattern underlying the present activity modules. The modules do not deal with all scale levels nor do they exhaust the possibilities at any given scale level. At best they are suggestive of possibilities and will stimulate teachers to make their own unique connections. For that purpose this package might be regarded as a seed-document.

The attempt to re-invent the wheel has been studiously avoided. To take a case in point, the physique, climate, economy and other geographic aspects of Japan are thoroughly dealt with in some Canadian educational jurisdictions at the intermediate and senior levels. Although the courses are optional, and far from universally available, it could be pointless to re-introduce the systematic regional geography of Japan in a seed document, because such information is readily available from any number of school textbooks on Eurasia, Asia, world problems, urban geography, economic geography and so forth. Instead a pupil centered approach has been

¹ See Paul F. Thomas et al, Japan in the Provincial Educational Curricula of Canada (Victoria, Canada: University of Victoria, 1985).

adopted in answer to the question, "How does a child make sense of its world, its society and find its possible place therein?". Thus, needs, roles, government, the work ethic, status of women and so forth can be seen as aspects of the so-called citizenship thread of social studies - the ultimate goal (which is not fully described here) being that of responsible global citizenship.

The activity-modules can be used as-is, as ready made recipes. They do emphasize terse nuts and bolts as opposed to philosophical rumination. The applications sections, for the sake of economy of words, are expressed in teacher language. In the sample probes, definitions, responses pupil language is approximated to give users a feel for how the material would translate into pupil understandings. Once again the material is suggestive rather than prescriptive; so users should feel free to modify it in any way they see fit.

The resource bibliography is also only suggestive and not exhaustive. The task of compiling a comprehensive and integrated inventory of fugitive materials for teaching about Japan remains for others to accomplish. The resultant product would certainly require several hundred pages.

If this material has the quality of being "obvious" then the writers have succeeded in their task; for the obvious is too often missing from the things that are taught. If the material is lucid as well as obvious; then perhaps others may be impelled to amplify these humble beginnings.

Acknowledgments -- The need for seeding social studies curricula to enhance consciousness about Japan was strongly impressed upon me by a study-tour of Japan in 1984, sponsored by the Japan Institute for Social and Economic Affairs. As a result of my various experiences there I was confirmed in my view that Japan was the quintessential prototype of what might be called a successful inter-nation in today's world and that the use of Japan-related social studies materials would be indispensable for spearheading any drive to promoting global citizenship in the schools.

I am also indebted to my research assistants, Randy Hetherington and Tracy Wanless for numerous services without measure, in the preparation of this package.

Paul F. Thomas

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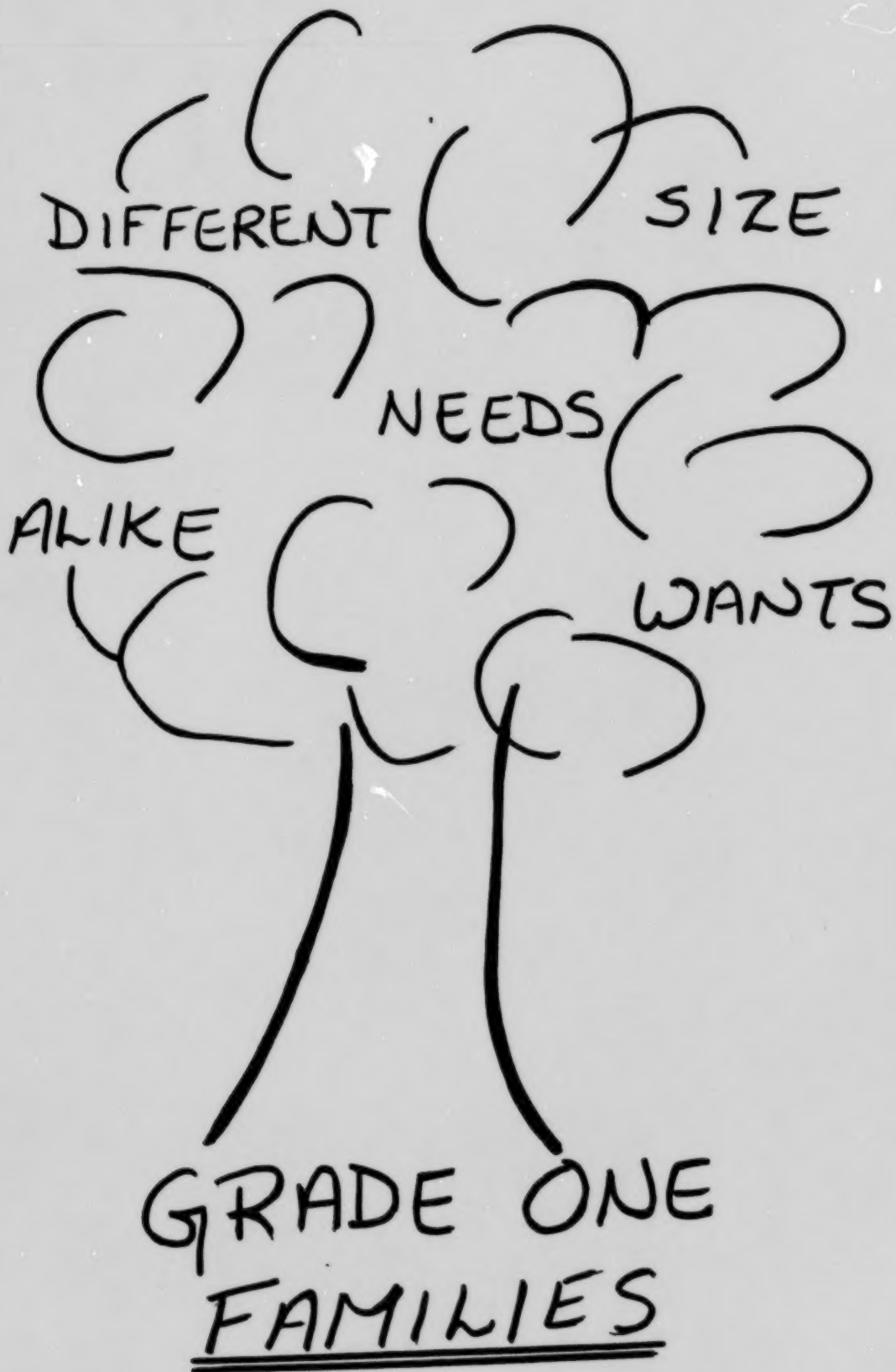
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Module No. : 1

Grade : One

Title : ALIKE AND DIFFERENT

Approximate
Length : Two to three
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Family ^(a) Alike ^(b) Different ^(c) Processing information <u>Method, Activities, Applications</u>	Manilla paper 18" x 24" Pictures or slides of Japanese families P.E.M.C. Video VSO - 203 : <u>Alike and Different</u>

- 1) Have a general discussion on families. ^(a)
- 2) Divide an 18" x 24" sheet of manilla paper as in Figure 1 - 1.
- 3) Have students draw what they think the family of each country (Japan, Mexico, United States, and Canada) would look like. Use boxes 1 - 4.

Figure 1 - 1 Family Drawings

My family  1.	Japanese family 2.	Mexican family 3.	American family 4.

- 4) Have students orally explain their drawings to the class.
- 5) Introduce the video Alike and Different and focus the children's viewing on things which are alike and different between the families in the video and their own families.
- 6) Discuss the similarities and differences discovered by the children.

Method, Activities, Applications (cont'd)

- 7) Have students draw what they think each international family looks like after watching the video. Use the boxes on the lower half of the manilla sheet in Figure 1 - 1.
- 8) Discuss the differences between the children's first drawings (initial perceptions) and their second drawings. ^(d)

Sample Probes, Definitions, Responses

- (a) What is a family ? (Mom, Dad, children, pets)
Are all families the same ?
What are some ways in which families can differ ? (size, age, etc.)
- (b) Alike - things that are about the same in some ways.
- (c) Different - things that are not at all the same.
- (d) How is your first drawing of a Japanese family different or the same as your second drawing ?
How are the Japanese family and your family alike or different ?

Comments

The key activity of this module is to have students identify their initial perceptions of international families before watching the videotape. This will aid in retention of knowledge (concepts) and the transfer of knowledge to other content areas.

Module No. : 2

Grade : One

Title : FAMILY SIZE

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Alike / Different ^(a) Family Size ^(b) Average Size ^(c) Charting and Processing Information <u>Method, Activities, Applications</u>	Chart paper P.E.M.C. Videotape VSO 203 : <u>Alike and Different</u> Filmstrip A - 298 - 2 : <u>A Traditional Japanese Family</u> - from the New Japan Series

- 1) Have a general discussion about families and the concepts of alike and different.
- 2) Discuss and define family size. ^(b)
- 3) Introduce the video Alike and Different and have the children focus their viewing on the family size of each international family.
- 4) After viewing the video, discuss similarities and differences in size for each family. Chart the results on the blackboard. (Figure 2 - 1)
- 5) Have each student indicate the size of their family and enter the responses on a chart. (Figure 2 - 2)
- 6) Discuss average size of families using the chart results of ^(c) Figure 2 - 2.
- 7) Introduce the filmstrip A Traditional Japanese Family and focus the children's viewing on family size. It is not necessary to show the entire filmstrip.
- 8) Review the concepts of family and family size. Discuss how family size might change over time.

Figure 2 - 1 Family size comparisons

FAMILY SIZE			
Japan	Mexico	U.S.A.	Canada
(5)	(8)	(4)	(4)

Figure 2 - 2 Family sizes of class members

Family Size in Our Class				
Student's Name	Members in the family			
	3	4	5	6 (+)
Johnathon Doe	*			
Mary Thompson			*	
Robert James		*		
Jennifer Lee			*	
Hitomi Omori				*
-				
-				
-				
-				
Totals (No. of students with families of this size)	(5)	(9)	(9)	(3)

Sample Probes, Definitions, Responses

- (a) See Module 1.
- (b) Family size - the number of members in a family who live in the same household
- (c) Average size of families - the family size which is found (occurs) most often in a community.

Sample Questions

What family size occurs most often on our chart ?

Do you think a different class would get the same results ? Why ?

Module No. : 3

Grade : One

Title : NEEDS OF A FAMILY

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Needs ^a	Large chart paper
Wants ^b	P.E.M.C. Videotapes VSO 204 / 207 ;
Classifying and processing Information	<u>Food and Eating</u>
	<u>Earning and Spending</u>
<u>Method, Activities, Applications</u>	

- 1) Discuss needs in preparation for the locally prescribed curriculum or review previous lessons on the needs of a family. (See Comments)
- 2) Have a pre-video discussion to define wants and focus the children's viewing on the needs and wants of each international family indicated in the video.
- 3) Show the videotape Food and Eating.
- 4) After the video, use student responses to fill in the chart in Figure 3 - 1.
- 5) Introduce the videotape Earning and Spending and again focus the viewing on the needs and wants of the international families.
- 6) After the videotape, use student responses to complete the chart begun in step # 4.
- 7) Discuss similarities and differences between the wants and needs ^c of various families.

Figure 3 - 1 Chart of family needs and wants

Needs and Wants of Families		
Country	Needs	Wants
Canada	MONEY FOOD LOVE	STEREO SWIMMING POOL
Japan	EDUCATION	
Mexico		
United States		

Sample Probes, Definitions, Responses

- (a) Needs - something a person or family must have to live a normal life.
- (b) Wants - something that a person or family may wish to have that may not be necessary (or really needed) to live a normal life.

(c) Suggested Questions

In what ways are the needs of families the same ? (food, water etc.)

How are they different ? (religion, money (amount))

In what ways are the wants of families the same ?

(material goods (T.V. , car, sailboat, microwave oven)
or recreational time, i.e. time for play)

Comments

This activity module is not meant to be dealt with in isolation. It is part of the Needs component of the Families curriculum of all provinces. Several more lessons are required for students to reach the prescribed understandings.

Module No. : 4

Grade : One

Title : CO-OPERATION OF FAMILY
MEMBERSApproximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Co-operation ^(a)	Chart paper
Brainstorming ^(b)	P.E.M.C. videotapes VSO 205/206 :
Processing information	<u>Helping Out</u>
	<u>Teaching and Learning</u>
<u>Method, Activities, Applications</u>	

- 1) Define the concept co-operation and discuss who can be a ^(c) co-operating person.
- 2) Use examples from the students' family and chart them to provide students with model responses. (Figure 4 - 1)

Figure 4 - 1 Co-operation of family members chart

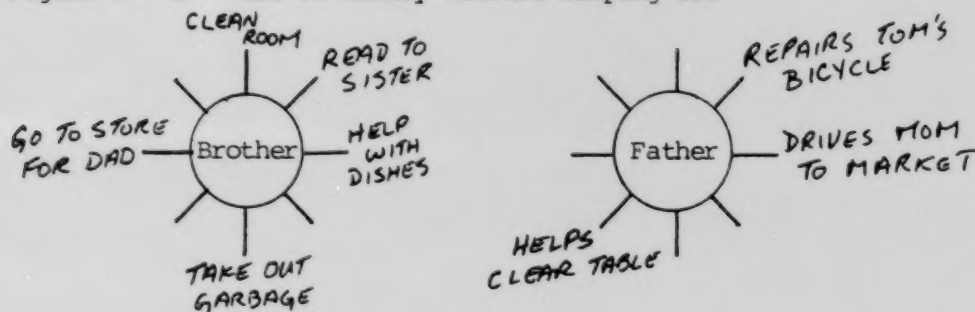
Co-operation of Family Members	
Who ?	Does What ?
Mother	Helps Dad paint the room
Sister	Helps Mom cook dinner
Brother	Helps sister with homework
-	-
-	-

- 3) Have a pre-videotape discussion to focus children's viewing on finding two examples of co-operation.
- 4) Show the videotape Helping Out.
- 5) Discuss the videotape and chart examples of co-operation that were noticed in the tape. (Figure 4 - 1)
- 6) Introduce the videotape Teaching and Learning and have students watch for additional examples of co-operation.
- 7) Add responses from question six to the chart of question five.

Method, Activities, Applications (cont'd)

- 8) Compare the ways families co-operate in other countries to the ways we co-operate in Canada. How are they the same? How are they different?
- 9) Brainstorm ways in which each family member can co-operate. (help out) (Figure 4 - 2)

Figure 4 - 2 Webs of family members helping out



- 10) Discuss the benefits of co-operation between family members. (d)
(In simpler language - Why is it good for family members to help one another ?)

Sample Probes, Definitions, Responses

- (a) Co-operation - Doing something for or with someone else to make life easier or more pleasant.
- (b) Brainstorming - Recording all thoughts that come to mind when something is discussed. (e.g. Figure 4 - 2)
- (c) Examples include - classmates, friends, family members, teachers.
- (d) Suggested benefits - more free time, cleaner house, happiness.

Comments

1. This module activity is meant as a supplement to a mini-unit on family interactions and should not be used in isolation.
2. Possible Variation : Use a separate chart for each international family.

Module No. : 5

Grade : One

Title : FAMILY-MEMBER ROLES

Approximate
Length : Three to Four
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Role ^(a) / Occupation ^(b) Processing and comparing Information Oral presentation	Chart paper P.E.M.C. videotapes VSO 206/207 : <u>Helping Out</u> <u>Earning and Spending</u>
<u>Method, Activities, Applications</u>	

- 1) Review any similarities and differences that the students already know about families.
- 2) Define role^(a) and occupation^(b). Discuss the main difference between these two terms.
- 3) Show the videotape Earning and Spending. Have the students focus on the role and occupation of each of the fathers.
- 4) Chart the role and occupations of the fathers in each family. Pause the tape after each family segment in order to build up the chart as indicated in Figure 5 - 1.

Figure 5 - 1 Chart of roles and occupations of family members

Roles and Occupations of Family Members		
Father		
Country	Role	Occupation
Canada	Money Earner	Shipyard Foreman
Mexico		
U.S.A.		
Japan		
Other?		
	Head of Family	Businessman

- 5) Introduce the videotape, Helping Out. Focus the viewing on the roles and occupations of the mothers and the children. Pay particular attention to the differing expectations of the children in each

Method, Activities, Applications (cont'd)

international family.

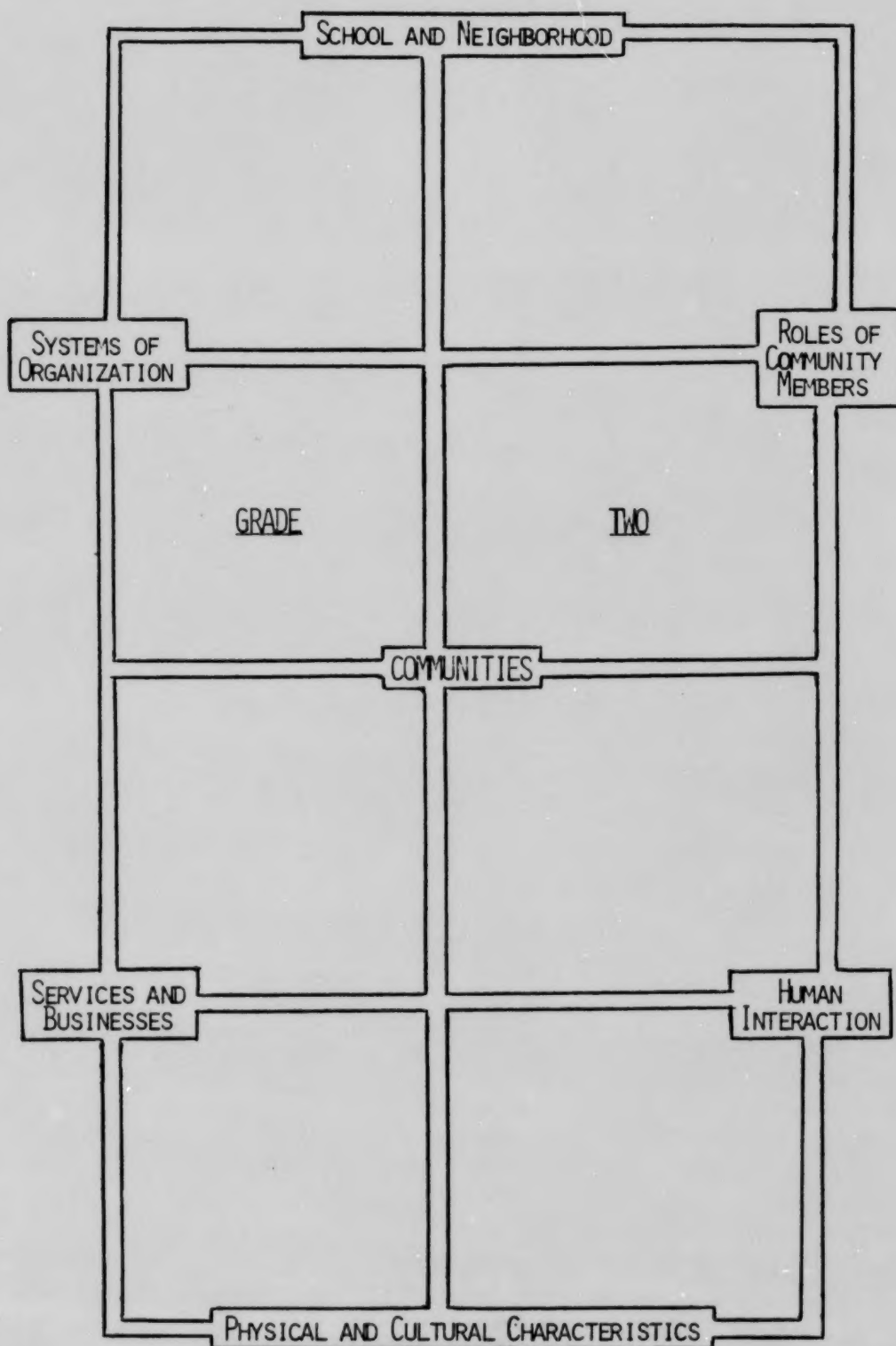
- 6) Discuss and chart the student's observations after viewing the videotape. (Figure 5 - 1)
- 7) Discuss the concept of role-play. (c)
- 8) Divide the class into groups. Each group will role-play the daily life of one family including one from Canada.
- 9) Practice and perform the role-plays.

Sample Probes, Definitions, Responses

- (a) Role - The position or place of a person in relation to his/her family.
- (b) Occupation - The job or duties that a person is paid for. (e.g. fireman)
- (c) Role-play - Several children working as a group to portray (act out) a scene from a day in the life of a family.

Comments

1. Family-member roles is a difficult concept for some children. Teachers may choose to look only at occupations.
2. The videotapes listed for this module are not directed specifically at family-member roles, therefore the pre-viewing discussions are necessary to focus the children's viewing.



Module No. : 6

Grade : Two

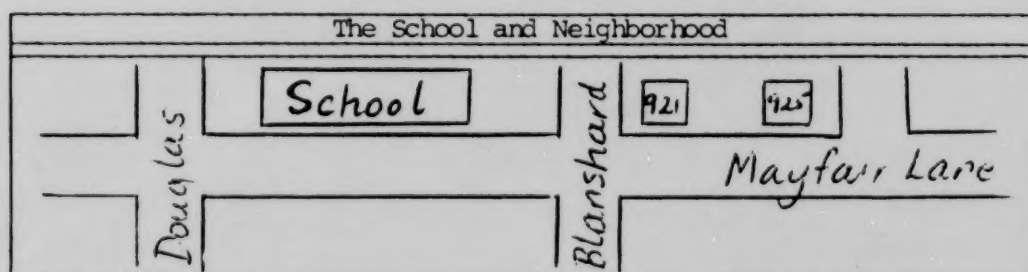
Title : THE SCHOOL AND NEIGHBORHOOD

Approximate
Length : Two to three
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Neighborhoods ^(a) Communities ^(b)	Large chart paper
Map symbols ^(c)	Survey map of school and neighborhood
Oral and graphic reporting	P.E.M.C. Videotape VSO 203 / 512:
Classifying and comparing information	<u>Alike and Different</u>
<u>Method, Activities, Applications</u>	<u>Neighborhoods</u>

- 1) Discuss neighborhoods, their size and composition in comparison to a community. ^(d)
- 2) Create a map outline of the neighborhood surrounding the school, complete with streets and landmarks. ^(e) Divide the map into sections. Instruct groups of students to draw and colour their houses and streets on each section. Discuss elements of the map. ^(f)

Figure 6 - 1 A map showing the school and it's neighborhood



- 3) Discuss additional features of a map and add to the class map as students volunteer ideas. ^(g)
- 4) View the videotape, Neighborhoods and discuss how the neighborhood in the videotape is alike or different from the class map. ^(h)
- 5) View the first section of the videotape, Alike and Different and discuss how the Japanese neighborhood in this videotape is similar to or different from the one shown on the class map or in the first videotape, Neighborhoods. ⁽ⁱ⁾
- 6) Complete a class chart comparing Canadian and Japanese neighborhoods and discuss the results. ^(j)

Figure 6 - 2 Chart comparing Canadian and Japanese neighborhoods

Neighborhoods		
Country	Canada	Japan
<u>Size:</u>		
- roads:	paved, two lanes	some dirt, some paved
- houses:	---	---
- yards:	---	---
<u>Make-up:</u>		
- people:	---	---
- landmarks:	---	---
- parks:	---	---
- buildings:	---	---

Sample Probes, Definitions, Responses

- (a) Neighborhood - the area where you and your friends live.
- (b) Community - an area made up of neighborhoods.
- (c) Map symbols - drawings on a map such as a sketch of a tree.
- (d) i) What is a neighborhood? (a small area of houses)
ii) How big is it? (two to three blocks)
- (e) Landmark - something on the land that is permanent or lasting. (tower)
- (f) i) What are the main streets of our map? (Douglas, Blanshard)
ii) What street is the school on? (Mayfair Lane)
- (g) i) How does a map show which way is north? (with an arrow ↑)
ii) How is a tree shown on a map? (𣎵)
iii) What other symbols do you know or that are on maps? (train tracks 𣎵)
- (h) i) Does the neighborhood in the video have a school? (No, but there are children shown in the video)
ii) What other landmarks does the neighborhood in the video have? (a park)

- ① i) Is the Japanese neighborhood in the video like the one on our map? (yes)
- ii) Does it have a school nearby? (no)
- ② i) Is the size of the yards the same in Canadian and Japanese neighborhoods? (no)
- ii) Which country has bigger-size yards? (Canada)

Comments

A survey map of the school and surrounding neighborhood may be purchased from City Hall and then can be enlarged to suit the needs of the teaching situation. In the chart, Neighborhoods, leave the people section blank, to be completed in Module No. 7.

Module No. : 7

Grade : Two

Title : ETHNIC POPULATION OF COMMUNITIES

Approximate

Length : Two to three lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Nationalities ^(a) Oral and graphic reporting Collecting, categorizing and comparing information	Large chart paper P.E.M.C. Videotape VSO 203 / 512; <u>Alike and Different</u> <u>Neighborhoods</u>
<u>Method, Activities, Applications</u>	

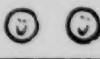
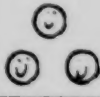
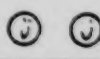
- 1) Discuss communities and neighborhoods, focussing on the different nationalities of community members. ^(b)
- 2) Keep a tally record on the blackboard of the nationalities of each student and his/her parents, as the teacher asks each student.

Figure 7 - 1 A diagram of the tally record on the blackboard

The Population of Nationalities in our class					
Canadian	American	Chinese	Japanese	English	East Indian

- 3) Discuss the results of the tally ^(c) and instruct students to find out the birthplace of their parents if they did not include it in the count above. (Figure 7 - 1)
- 4) Create a class chart from the results above (and using any new data) by giving (3) happy faces to each child to post on the chart.

Figure 7 - 2 A chart comparing the ethnic population of the students in the class

The Population of Nationalities in our class					
					
Canadian	American	Chinese	Japanese	English	East Indian

- 5) Discuss the results of the chart and compare it to the two videotapes seen previously, Neighborhoods and Alike and Different. (d)
- 6) Complete the class chart, Neighborhoods by completing the information concerning the people. (Module No. 6)

Sample Probes, Definitions, Responses

- (a) Nationality - a way of describing people by the country that they come from. (eg. - a person from Japan is said to have a Japanese nationality)
- (b)
 - i) Is everybody in a community Canadian? (no)
 - ii) How many of you were born in Canada? (variable)
- (c)
 - i) To which nationality do most of the people in Canada belong? (Canadian)
 - ii) To which nationality do the fewest people in this class belong? (eg. - American)
- (d)
 - i) Did the video of the Japanese neighborhood show six different nationalities? (no)
 - ii) How many nationalities live in Japanese neighborhoods? (one)
 - iii) What nationalities do you remember that were shown in the other video of a neighborhood in Canada, Neighborhoods? (Polish, Italian)

Comments

The class chart, Neighborhoods, to be completed during this module, is included in Module No. 6. The happy faces on the Population Chart can be posted with velcro strips, magnetic tape or with putty. The number of happy faces given to each child depends on the number of parents he/she has. The nationalities on the tally record and on the Population Chart depend on the nationalities of the students in your class.

Module No. : 8

Grade : Two

Title : SERVICES OF A COMMUNITY

Approximate
Length : Three to four
lessonsConcepts / SkillsServices ^(a)Oral, graphic and written
reportingResources Needed

Large chart paper

P.E.M.C. Videotape VSO 514;

Community ServicesFilmstrip - Japanese TransportationMethod, Activities, Applications

- 1) General discussion of services in a community. ^(b)
- 2) Create a class chart from chart paper, of services which fall under six headings. Have students give examples of services and discuss them. ^(c)

Figure 8 - 1 Chart showing examples of services in Canada

Some Canadian Services					
Shopping ^(d)	Education ^(e)	Protection ^(f)	Recreation ^(g)	Transportation ^(h)	Communication ⁽ⁱ⁾
Corner store	School	hospital	library	bus depot	newspaper
store	college	police station	arena	airport	radio station
department store	---	---	---	---	---
---	---	---	---	---	---
---	---	---	---	---	---
---	---	---	---	---	---

- 3) View videotape Community Services and complete a chart on the blackboard, similar to Figure 8 - 1 above, inserting examples of services seen in the videotape.

Figure 8 - 2 Chart showing Canadian services as seen in the video

Some Canadian Services as shown in videotape					
Shopping	Education	Protection	Recreation	Transportation	Communication
---	---	police man	library	bus	postal box
---	---	fire truck	park	---	---
---	---	---	---	---	---

- 4) Create a blank class chart, Some Japanese Services, using chart paper. Ask students to imagine a Japanese community and encourage them to volunteer ideas of services which may be present there. ①

Figure 8 - 3 Chart showing possible services in Japan

Some Japanese Services					
Shopping	Education	Protection	Recreation	Transportation	Communication
open market	---	---	park	train bicycle	---
---	---	---	---	---	---

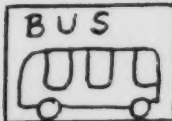
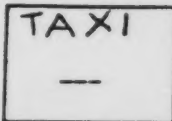
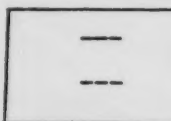
- 5) Review the chart, Some Canadian Services (Figure 8 - 1) and focus on transportation services. ②
- 6) Create a class chart containing a list of the transportation services in Canada and ask students to add to the list if possible.

Figure 8 - 4 Chart showing transportation services in Canada

Canadian Transportation Services			
bus	helicopter	train	subway
airplane	taxi	L.R.T.	---
ferry	hydrofoil	---	---

- 7) Divide the class into groups and have them create large charts of the transportation services of Canada (one per group) and title them. All of the charts, together, could be used as a wall display.

Figure 8 - 5 Display showing transportation services in Canada

Canadian Transportation Services			
			

- 8) Review the chart, Some Japanese Services and focus on the list of transportation services. Create a class chart containing a list of the transportation services in Japan and ask students to add to the list if possible.

Figure 8 - 6 Chart showing transportation services in Japan

Japanese Transportation Services				
bus	taxi	---	---	---
train	subway	---	---	---

- 9) Watch the filmstrip, Japanese Transportation without the cassette tape, presenting only the frames which illustrate methods of transportation in Japan. Briefly describe these frames, asking the students how each is similar or different to/from Canadian modes of transportation. ①
- 10) Refer back to the chart, Japanese Transportation Services and ask students to volunteer more ideas shown in the filmstrip and add to the list.
- 11) Have students write a short paragraph (three-five sentences) to describe two methods of transportation which are identical and one which is different where Canada and Japan are compared. ②

Sample Probes, Definitions, Responses

- ② Services - jobs of the people in the community that are carried out to help other members of the community.

- ⑥ i) What is a service? (a job that is carried out to help other people in some way - doctor, postman)
ii) What services help you? (the bus service that takes me to school)
- ⑦ i) How does a hospital help you? (it helps me to get better)
ii) How does a hospital protect you? (it tries to stop your illness from getting worse)
iii) How does a library help you? (it helps you find out about things that you want to know)
iv) Why is the library written under recreation? (reading is fun)
- ⑧ Shopping - the activity of buying materials, food, etc.
- ⑨ Education - the process of being taught skills (eg. - how to read) in order to prepare one for a role in the community
- ⑩ Protection - a thing or service that guards one from harm
- ⑪ Recreation - any activity that is fun, restful, and a change from work
- ⑫ Transportation - any method of moving from one place to another
- ⑬ Communication - any method of passing information from one place to another
- ⑭ i) What kinds of shops might be found in Japan? (open markets)
ii) What kinds of recreation might Japan have? (wrestling)
iii) What kinds of recreational places might Japan have? (parks, pools)
iv) What kinds of public transportation might Japan have? (trains, bicycles)
- ⑮ i) What types of public transportation do we have in Canada? (buses, planes, trains, etc.)
- ⑯ i) This is a subway in a Japanese city.
ii) Do we have subways in our communities/cities? (variable)
- ⑰ Example: In Japan and Canada, people can travel by bus and by train. Subways are used a great deal in the big cities of Japan. In Victoria, we do not have a subway, but we have ferries which go to Vancouver and the Gulf Islands.

Comments

The six headings of the chart, Some Canadian Services could result in a variety of responses from the students. When using this chart, be sure to explain that the contents of the chart could include people (policeman), places (bus depot) and/or types of services (hydro power).

Before showing the filmstrip, Japanese Transportation to the students, be sure to preview it and its accompanying booklet in order to create descriptions for the frames concerning transportation.

Module No. : 9

Grade : Two

Title : ROLES OF CHILDREN IN COMMUNITIES Approximate
 Length : Two to three
 lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Roles ^(a) (of children)	Large chart paper
Oral, graphic and written reporting	P.E.M.C. Videotape VSO 206:
	<u>Helping Out</u>
<u>Method, Activities, Applications</u>	Filmstrip - <u>Japanese Boys and Girls</u>
1) Discuss the <u>roles of children</u> in a Canadian community in general. ^(b) 2) Start a class chart concerning the roles of children.	

Figure 9 - 1 Chart comparing the roles of children in Canada and Japan

Roles of Children			
Country	Chores	Homework	Play/Sports
North America (Canada)	dishes garbage ---	math --- ---	soccer rouad hockey ---
Japan	set table close shutters make bed	abacus writing reading	cycling --- ---

- 3) Ask students to contribute examples of their chores, homework and playtime activities. DO NOT complete the section on Japan yet.
- 4) View the first two sections of the videotape, Helping Out and complete the chart (Figure 9 - 1 above) for North America (David) and Japan (Hiroyuki-Chan). Ask students to recall the examples given in the videotape.
- 5) View the filmstrip, Japanese Boys and Girls and add to the section concerning Japan. Ask students to elaborate on the examples shown in the videotape.

- 6) Discuss the similarities ^(c) and differences ^(d) between the roles of children in Japan and North America. ^(e)
- 7) Instruct students to write a few sentences in order to compare their roles with those of Japanese children. The students may make comparisons for the column of their choice in Figure 9 - 1 above, namely - chores, homework or play/sports. ^(f)

Sample Probes, Definitions, Responses

- (a) Role - see Module # 5
- (b) i) What do you have to do at home? (make my bed, homework, dishes)
ii) What do you have to do at school? (listen, observe, read, record, discuss, participate, etcetera - so as to learn)
- (c) Similarities - see Module #1
- (d) Differences - see Module #1
- (e) i) Do Japanese children have to do the same types of chores as you do? (no)
ii) What different chores do they have to do? (set the table)
iii) Do the Japanese children play the same games as you do? (no)
- (f) Example: At home, I have to do the dishes and take out the garbage. The boy in Japan has to set the table and make his bed.

Module No. : 10

Grade : Two

Title : COOPERATION IN A COMMUNITY

Approximate
Length : Two to three
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Farming practices	Large chart paper
Graphic reporting	P.E.M.C. Videotape VSO 620:
Simulated interview	<u>Farm Machiner Dealer</u>
<u>Method, Activities, Applications</u>	Filmstrip - <u>Rice Farm Family</u>
1) Discuss farms and <u>machinery</u> ^(a) in general. ^(b) 2) View the videotape, <u>Farm Machinery Dealer</u> and discuss what is involved when farmers purchase their equipment. 3) Complete the Canadian portion of a class chart concerning farming information as seen in the videotape, with student input.	

Figure 10 - 1 Chart comparing farming practices in Canada and Japan

Farming in Japan and Canada			
Country	Who does the farming?	What is used?	How is it payed for?
Canada	individual ^(c) farmer ---	---	individual farmer pays for it ---
Japan	family group --- ---	thresher --- ---	cooperative ^(d) buys it at a lower price

- 4) View the filmstrip, Rice Farm Family and discuss how the Japanese people hare and cooperate in their farming practices. ^(e)
- 5) With students input, the teacher completes the Japan portion of the chart above (Figure 10 - 1).

- 6) Arrange students in pairs and instruct them to create two or three questions and answers for a simulated discussion between a farmer and a retailer / co-op person, depending on whether they choose to be a Canadian or Japanese farmer. The interview should illustrate how farmers purchase their equipment and meet the cost of paying for it. ④

Sample Probes, Definitions, Responses

- ③ Machinery - man-made equipment that helps people to do their work.
- ③
 - i) What animals might you see on a farm? (cows, horses, pigs)
 - ii) What food might be grown on a farm? (oats, corn)
 - iii) What machines might you see on a farm? (plow, thresher, tractor)
- ③ Individual - one person, thing, etc.
- ③ Co-operative - a business managed and owned by people working together.
- ③
 - i) Who does the farming in Japan? (families and friends)
 - ii) Where do farmers in Japan buy their machinery? (from a cooperative)
 - iii) Who helps out during harvest time? (everyone)
- ③ Example: -Farmer: I'd like to buy a threshing machine, how much will it cost?

-Retailer: They go for \$1,250 but we have them on sale for \$900.

Module No. : 11

Grade : Two

Title : COMMUNICATION IN COMMUNITIES

Approximate
Length : Two to three
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Communication ^(a)	Large chart paper
Signals ^(b)	P.E.M.C. Videotape VSO 642:
Graphic and oral reporting	<u>Communication</u>
	Filmstrip - <u>Transportation and</u>
	<u>Communication</u>

Method, Activities, Applications

- 1) Discuss communication in general, in relation to the community. ^(c)
- 2) View the frames of the filmstrip which deal specifically with communication (without the cassette tape) and ask the students to tell how each example relates to communication. ^(d)
- 3) Complete the Canadian section of a class chart concerning methods of communication which occur in the filmstrip and in the students' experiences.

Figure 11 - 1 Chart comparing methods of communication in Japan and Canada

Methods of Communication			
Country	Information	Messages	News
Canada	boards signs. ---	cards letters ---	newspaper --- ---
Japan	signs. --- ---	--- ---	newspaper --- ---

- 4) View the videotape, Communication (only the portion dealing specifically with Japan) and discuss methods of communication indicated therein. ^(e)

- 5) Complete the Japan section of the above chart (Figure 11 - 1), using information from the videotape, Communication.
- 6) Discuss similarities ^(f) and differences ^(g) between communication systems in the two countries. ^(h)

Sample Probes, Definitions, Responses

- (a) Communication - the process and/or methods of sending and receiving information.
- (b) Signals - types of messages that are nonverbal.
- (c)
 - i) How do you send messages to your friends? (telephone, letter)
 - ii) What messages does a driver receive that help him to drive his car? (signs, lights)
 - iii) How does one get information about the community? (T.V., newspaper, radio)
- (d)
 - i) How does a lighthouse send messages to people? (a flashing light shows the land)
 - ii) What types of messages are found in greeting cards that are sent to people? (Happy Birthday, Merry Christmas)
- (e)
 - i) How do the Japanese find out what is happening in their community? (newspaper)
- (f) Similarities - see Module #1
- (g) Differences - see Module #1
- (h)
 - i) Do Canada and Japan use the same methods to communicate the news? (yes)
 - ii) Did the videotape show any Japanese people using gifts to send messages? (no)

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GRADE SIX

Nihon-jin - JAPANESE
PEOPLE

Module No. : 12

Grade : Six

Title : FAMILY ROLES IN JAPANESE
SOCIETYApproximate
Length : One lesson

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Role ^(a) Nuclear Family ^(b) Extended Family ^(c) Drawing conclusions <u>Method, Activities, Applications</u>	Newsprint and markers Filmstrip - <u>Japanese Families</u> (see attached resource list of seed document)
1) Define and discuss the concept of <u>family</u>. ^(d) 2) Define <u>role</u> in terms of the family. 3) Introduce the filmstrip and focus the students' viewing on the roles of family members. 4) Show the filmstrip <u>Japanese Families</u>. 5) Chart the roles of the members of a Japanese family. (Figure 12 - 1) 6) Discuss the roles of the family members in Japan and compare these ^(e) to Canadian roles.	

Figure 12 - 1 Comparison of family member roles.

Family - Member Roles		
Member	Japan	Canada
Father Mother Son Daughter Grand- parents	Head of Family	Money Earner

Sample Probes, Definitions, Applications

- (a) See module 5
- (b) Father, Mother, Sons, Daughters
- (c) Father, Mother, Sons, Daughters, Grandparents, Cousins, etc...
- (d) Suggested Questions

Will the student definitions be valid for all cultures ?

What factors are involved in defining family ? (culture, housing)

- (e) Suggested Questions

What are family roles ?

Does each member of the family have a different role ?

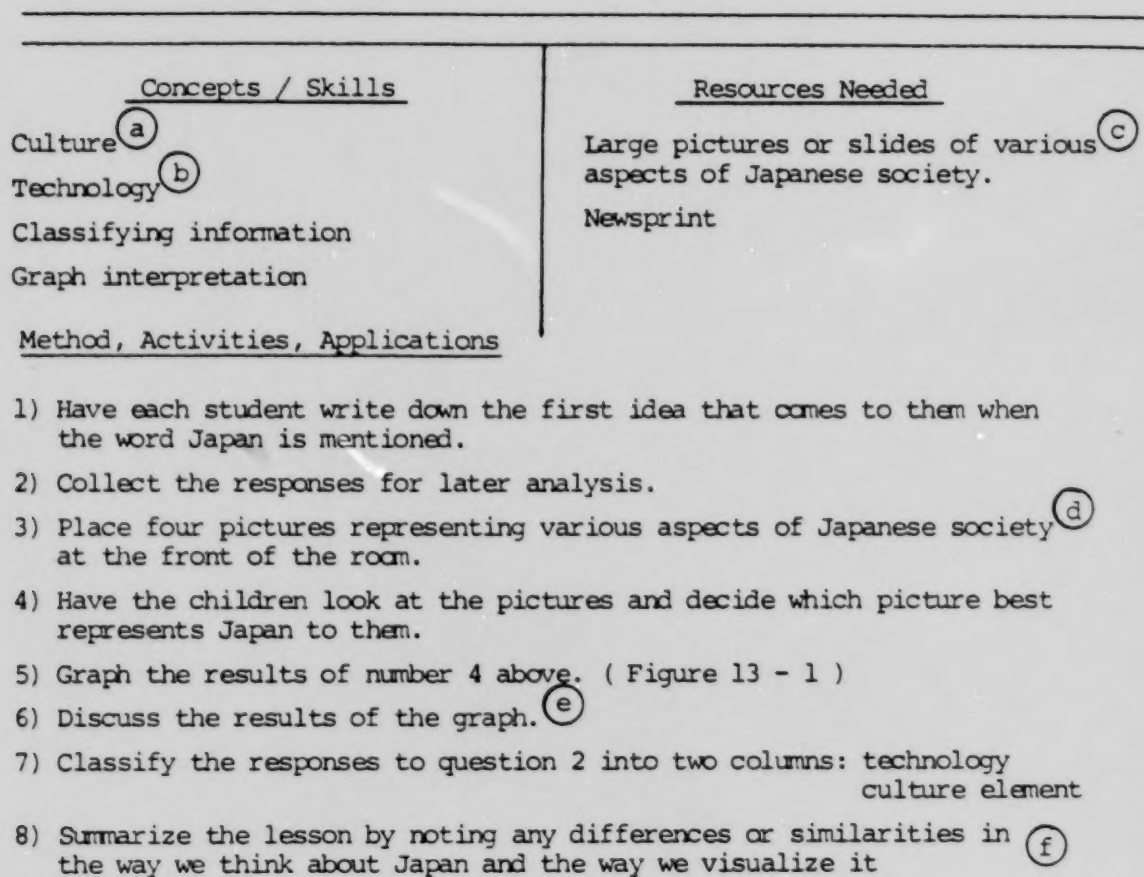
What are the family roles in Canada ?

Are they the same in all provinces ?

Comments

Charts and/or a summary paragraph in student's notebooks would serve as a good study aid.

Approximate
Length : One lesson



Sample Probes, Definitions, Responses

- (a) Culture - the way of life of a group of people. Cultural elements can include actions, customs, rituals, ways of making a living, forms of recreation, religion, preferences in food, clothing, etc
- (b) Technology - the tools available to a culture for meeting it's needs and wants. e.g. knife, airplane, computer, bow and arrow.
- (c) The pictures or slides should be evenly balanced between technological and cultural representations of Japan.
 e.g. Kabuki dancer
 Shipbuilding industry
 Geisha
 Sony radio
- (d) Put the numbers one to four on the board and place one picture under each number for graphing purposes.

(e) Sample Questions for Discussion

Why did you choose that particular picture ?

Which of these pictures represent the technological nature of Japan ?

Which pictures represent the cultural aspects of Japan ?

If a majority of students picked either the technologic or cultural representations of Japan, have the class suggest reasons for this.

- (f) In previous classes children have chosen the pictures which represent cultural aspects of Japan but have written down words or phrases which represent the technological and economic aspects of Japan.

Comments

If children need clarification of the meaning of culture or technology, do this before step number six of the method.

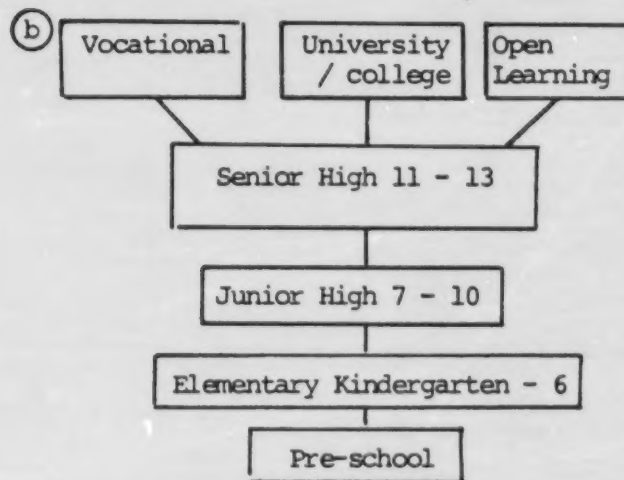
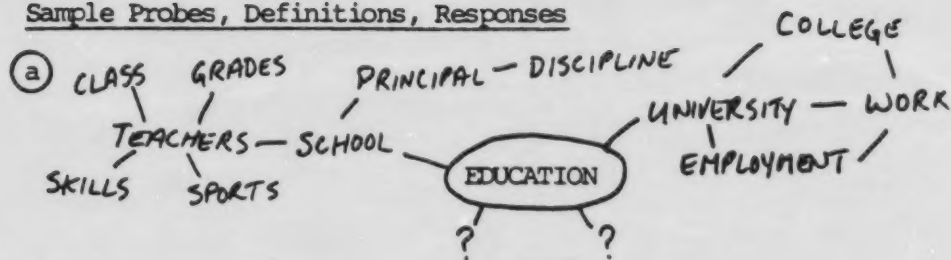
Module No. : 14

Grade : Six

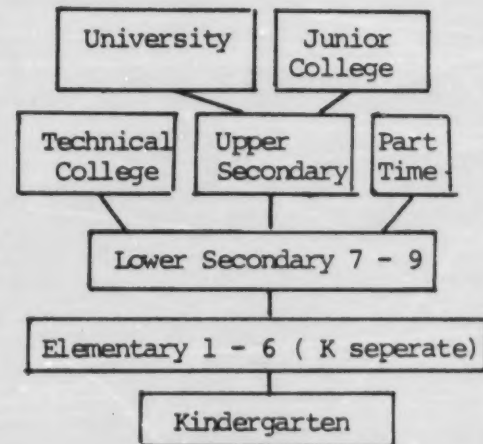
Title : ROLE OF EDUCATION IN
JAPANESE SOCIETYApproximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Education ^(a) Problem Solving Decision Making	Overhead projector Overhead of educational systems ^(b) (or charts)
<u>Method, Activities, Applications</u>	

- 1) Place children into groups of four to five members.
- 2) Each group is to web their response to the following question:
What is education ? ^(a)
- 3) Have each group explain their web and then as a class discuss whether education is the same in all countries. What are the similarities and differences ?
- 4) Give a short teacher presentation of the educational systems of both Japan and Canada. Include the role education plays in both cultures. ^(b)
- 5) Have the groups evaluate the two systems according to the following structure:
 - i) Compare and contrast Japanese and Canadian education systems in the following areas:
 - discipline ^(c)
 - rigor ^(d)
 - curriculum (subjects)
 - ii) Which system is better for
 - individualized learning
 - freedom of choice
 - academic achievement
 and why ?
- 6) Share group results with the class
- 7) Have students chart the two systems in their notebooks and write a summary of the strong and weak points of each.



CANADIAN EDUCATIONAL SYSTEM



JAPANESE EDUCATIONAL SYSTEM

Information on the Japanese educational system can be obtained from many sources. Statistical information should be most recent in the Japanese Statistical Handbook.

- (c) Discipline - orderly conduct, attendance and attention to tasks.
- (d) Rigor - structured academic study with emphasis on results.

Module No. : 15

Grade : Six

Title : LABOUR PRODUCTIVITY AND THE WORK ETHIC

Approximate
Length : One lesson

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Labour productivity (a)	Newsprint
Work ethic (b)	Filmstrip : <u>Western Technology and</u>
Effects of labour productivity on a country.	<u>Eastern Culture</u>
Drawing comparisons	
<u>Method, Activities, Applications</u>	
1) Define labour productivity and work ethic. (a) (b) 2) Web the elements of labour productivity and work ethic. (c) 3) Introduce the filmstrip <u>Japan : Western Technology and Eastern Culture</u> . Focus the student's attention on finding examples of labour productivity and comparisons between Japan and the United States. 4) Discuss the characteristics of Japanese corporations as mentioned in the filmstrip. 5) Compare the characteristics in # 4 above to characteristics of Canadian/American corporations. Chart the results. (Figure 15 - 1) 6) Discuss other factors which might contribute to labour productivity in Japan. (d) 7) Using all the information gathered, describe the connection between (e) labour productivity, work ethic, and economic success.	

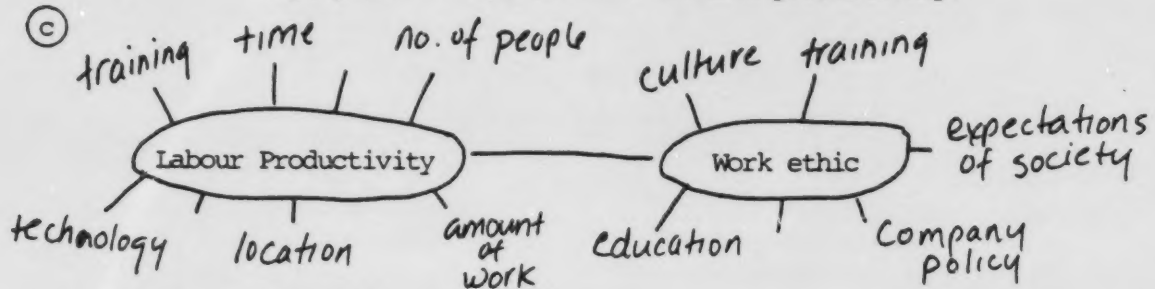
Sample Probes, Definitions, Responses

Probes

- i) If Canada adopted a work ethic similar to that of Japan, what might be the results ?
- ii) Are there any other countries that might become like Japan in the future ? What evidence suggests that ?
- iii) State the strengths and weaknesses of the Japanese and Canadian work practices. Which do you prefer and why ?

- (a) Labour productivity - the amount of work completed in relation to the labour and time needed to complete it. e.g. In one hour I can lay 200 bricks. Mr. Thomas can lay 300 in the same amount of time therefore Mr. Thomas is more productive.

- (b) Work ethic - the attitude of a person/ group/ society towards employment and labour that affects productivity.



- (d) Possible factors include : the group ethic, wages and the influence of the west.
- (e) A disciplined work ethic increases labour productivity which usually improves economic success, that is, the ability to compete by offering a better quality product at lower prices than the competition can.

Module No. : 16

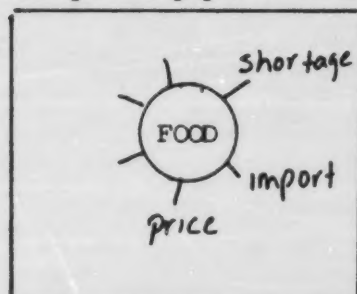
Grade : Six

Title : PROBLEMS OF JAPANESE
SOCIETYApproximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Population density ^(a) Classification of information Critical thinking	Felt markers Newsprint
<u>Method, Activities, Applications</u>	

- 1) Use class suggestions to obtain a definition of population density. ^(a)
- 2) Divide the class into three or four groups for the first activity.
- 3) Give each group a large sheet of newsprint with one of the following focus words written in the centre: food, transport, housing, land-use, employment, etcetera (See Figure 16 - 1)
- 4) Each group will construct a web which outlines how the particular focus that they choose is affected by population density. (note: no mention is made at this time as to whether high or low population density is intended.)
- 5) Each group displays and explains their web. The class may discuss any of the points made and/or add to the web.
- 6) Teacher directs questions about their web to each group. ^(b)
- 7) Conduct a summary discussion on the effects of high and low ^(c) population density.

Figure 16 - 1 Example of population density webs



- (a) Population density₂ - The number of residents in a given area of land. e.g. 15/km² which means on the average, fifteen people live on every square kilometre of land.

Note

Since this definition refers to the average over the entire land area, different regions within the region may have different densities.

- (b) Suggested Questions

Are the effects of population density good or bad ?

Do the effects listed on your web occur with high or low population density ?

What other factors (physical, climatic, cultural) should we consider in regard to Japan ? Canada ?

What effects on your web do you think Japan is experiencing ?

- (c) Summary Questions

What are the effects of :

i) High population density and

ii) Low population density

on a country ?

What are the advantages and disadvantages of i and ii above ?

Comments

1. Item c in the Sample Probes, Definitions , Responses may be tape - recorded for future reference by the class.
2. Two enrichment activities might be:
 - a) Graph construction and mathematical calculations to compare Japan with other countries of the world; a discussion of similarities and differences in the problems those countries face.
 - b) Estimating the population density of the neighbourhood and, if possible, comparing it with other neighbourhoods in the city.

Module No. : 17

Grade : Six

Title : THE TWO MAJOR RELIGIONS
OF JAPANApproximate
Length : One to Two
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Religion (a) Shinto (b) Buddhism (c) Comparing Information <u>Method, Activities, Applications</u>	Filmstrip : <u>Religion in Japan</u> Slides or pictures of Buddhist and Shinto shrines or temples.
1) During the opening discussion : - define religion (a) - list on the board, religions to be found in Canada. - determine if there is a national religion in Canada. 2) Introduce the filmstrip <u>Religion in Japan</u> and focus the childrens' viewing on the characteristics of <u>Shinto</u> and <u>Buddhism</u> . 3) After the filmstrip, chart the characteristics of the two religions. (See Figure 17 - 1) 4) Discuss similarities and differences and note them on the chart. 5) As a class, decide what the <u>main</u> difference between Shinto and (d) Buddhism might be. 6) Using the slides or pictures of temples and shrines as support material, discuss the origins of the two religions and how they affect the lives of the Japanese people. (e)	

Figure 17 - 1 -- Background notes for teachers re the two major religions of Japan

	<u>Shinto</u>	<u>Buddhism</u>
Origin	- a religion native to Japan, as old as recorded history.	- a foreign religion originating in India; imported to Japan in 594 AD from China.
Meaning	- The <u>way</u> of the <u>gods</u> . (<u>shin</u> - <u>tao</u>)	- a way of life based upon the teachings of Prince Gautama, the Buddha. The Buddha is one who has attained enlightenment (Nirvana) through right effort and right living.

	<u>Shinto</u>	<u>Buddhism</u>
Structure and Objectives	- no founder - no written scriptures or formal teachings - the "gods" are the countless nature spirits of forest, mountain, stream, home and so forth. The many gods are part of a single underlying reality. Shinto stresses : - harmony with nature and one's fellows - honesty - respect for one's ancestors and the emperor - purification Shinto is above all an <u>attitude</u> rather than a specific doctrine.	- the object of one's existence here, is to free one's self from pain and suffering brought about by one's actions in both the present and previous lives (Karma). Non-attachment to the passing illusions of this world will free one from the necessity for rebirth (wheel of life) or reincarnation. This liberation from the countless rounds of rebirth is accompanied by enlightenment or Nirvana in which one's spiritual essence is merged with that of the universe as the dew drop returns to the shining sea.
Practices	----- - ritualistic purification - living out the basic attitudes in daily life	----- a) Veneration for the three treasures: i) the Buddha ii) truth (dharma) iii) the brotherhood of all sentient (feeling) creatures. (Sangha) b) meditation c) the practice of compassion by way of charity, sympathy, tenderness, benevolence, etcetera. -----
Prevalence	- About 40 % of Japan's 140 million people are Shinto	- About 60 % of Japanese population; Buddhism has different forms including: - Mahayana (the great wheel) as opposed to Hinayana (the little wheel of Chinese Buddhism) - Tendai - Zen

In practice most Japanese get married using Shinto rites, but are buried or cremated in accordance with Buddhist customs.

Figure 17 - 1 is primarily for the teachers' information. The concepts should not be pushed beyond the ability of the class to deal with them. If children of Japanese origin are present in a particular class, they should be given an opportunity to share their religious beliefs with their classmates if they are willing to do so.

Some sample probes specifically for Figure 17 - 1

a) What are the similarities between Shinto and Buddhism ?

- Both stress harmony, honesty, right living, purification.
- belief in a single reality underlying the universe. (Monism)
- Shinto has many gods; Buddha can appear in many forms.

b) What are the differences between Shinto and Buddhism ?

Shinto

- native to Japan
- no teacher
- no written teachings
- communication with spirits of ancestors
- an attitude towards nature and the gods
- was the basis of a military cult prior to and during WWII - on the grounds that prowess in battle would do honour to one's ancestors.

Buddhism

- imported from China
- based on teachings of Buddha
- has written teachings
- belief in rebirth and Karma
- a set of difficult disciplines for attaining Nirvana or enlightenment
- stresses peace at all times

Sample Probes, Definitions, Responses

- (a) Religion - the action or conduct of a people related to a belief in a divine ruling power.

 - the beliefs and actions arising from man's need to explain his place in creation.
- (b) Shinto - the religious system developed in Japan which has a belief in the presence of nature spirits and the ability to communicate with dead ancestors.
- (c) Buddhism - a religion founded in India based on the eight fold path of :

 1. Knowledge of the truth
 2. Intention to resist evil
 3. Saying nothing to hurt others
 4. Respecting life, morality and property
 5. Holding a job that doesn't injure others
 6. Striving to rid one's mind of evil
 7. Controlling one's feelings and thoughts
 8. Practicing proper forms of concentration
- (d) Shinto deals with many spirits for all aspects of their daily lives. Buddhism is concerned with living a good life so as to become free from suffering and the need to be reborn. (reincarnation)
- (e) Allow the students to predict the effects certain elements of either religion will have on the daily lives of the Japanese.

Comments

1. As an enrichment, teachers may wish to look at
 - a) religious diversity in Canada as compared to Japan.
 - b) the importance of ritual in Japan.
 - c) the group ethic as a religion.

Module No. : 18

Grade : Six

Title : GRAPH INTERPRETATION OF
JAPANESE-CANADIAN TRADEApproximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Import (a) Export (b) Graphs (c) Graph interpretation <u>Method, Activities, Applications</u>	Attached graphs

- 1) Discuss methods of representing statistical information using graphs. (c)
- 2) As a class examine Figures 18 - 1 and 18 - 2. How much information (d) that is stored in each graph can you find ?
- 3) Identify the graphing technique being used in these graphs.
- 4) Answer the following questions using the graphs in Figures 18 - 3 and 18 - 4.
- 5) Discuss the results.

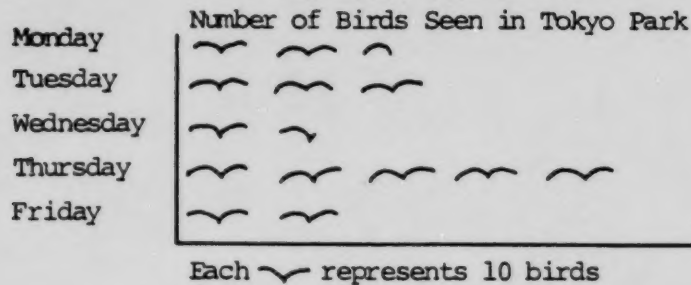
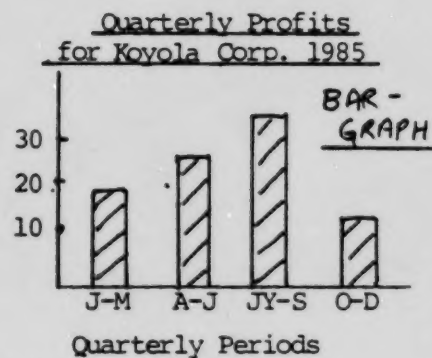
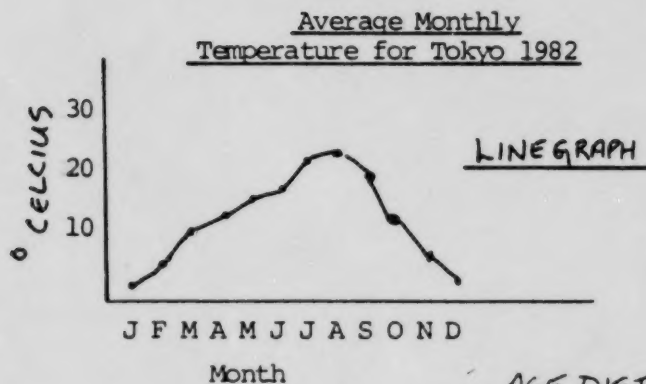
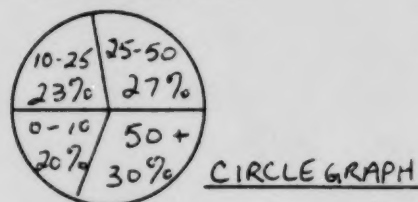
Suggested Questions

- a) What is Canada's major import ? Export ?
- b) What percentage of Canada's imports are made up of machinery ?
- c) What is Canada's major import from Japan ?
- d) What product is the single most important import (by quantity) by Canada from Japan ?
- e) What fraction of Canada's total imports came from Japan in 1981 ?
- f) What is Canada's major export to Japan ?
- g) What percentage of Canada's export of oil seeds to Japan is not rapeseed ?
- h) About what fraction of Canada's total exports went to Japan in 1981?
- i) What is the product that accounts for approximately $\frac{1}{4}$ of all Japanese exports to Canada ?
- j) What product accounts for about $\frac{1}{20}$ of Canada's exports to Japan ?
- k) Which is worth more in dollars
 - i) Canada's exports of oil seeds to Japan ?
 - or ii) Canada's imports of crude oil ?

Record the dollar amount.

Sample Probes, Definitions, Responses

- (a) Import - the goods or products bought from other countries.
- (b) Export - the goods or products sold to other countries.
- (c)

Examples of Graph FormsPictographAGE DISTRIBUTION FOR OSAKA(d) Sample information

- the population of Japan : 6X that of Canada in 1981.
- the rate of population growth is greater in Japan.
- there is a higher population density in Japan.
- the average income of Canadians and Japanese is similar.

FIGURE 18 - 1 -- Population comparisons

POPULATION AND POPULATION DENSITY

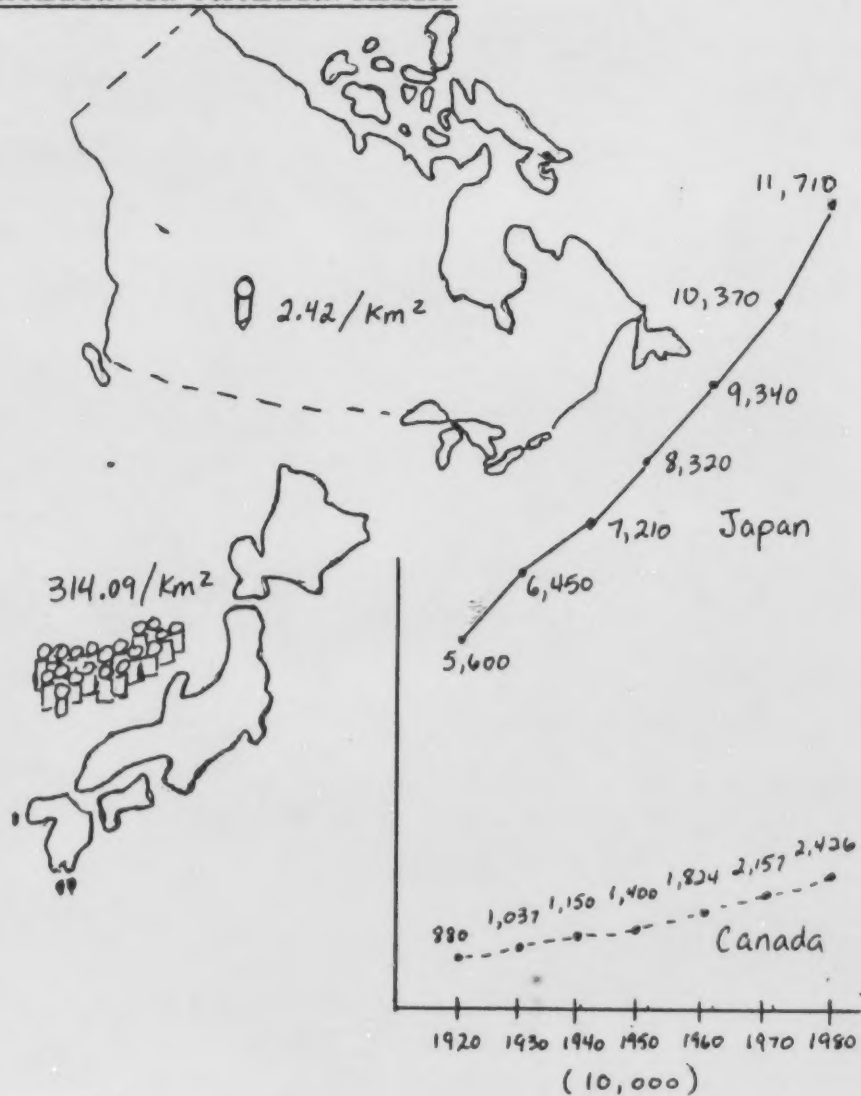
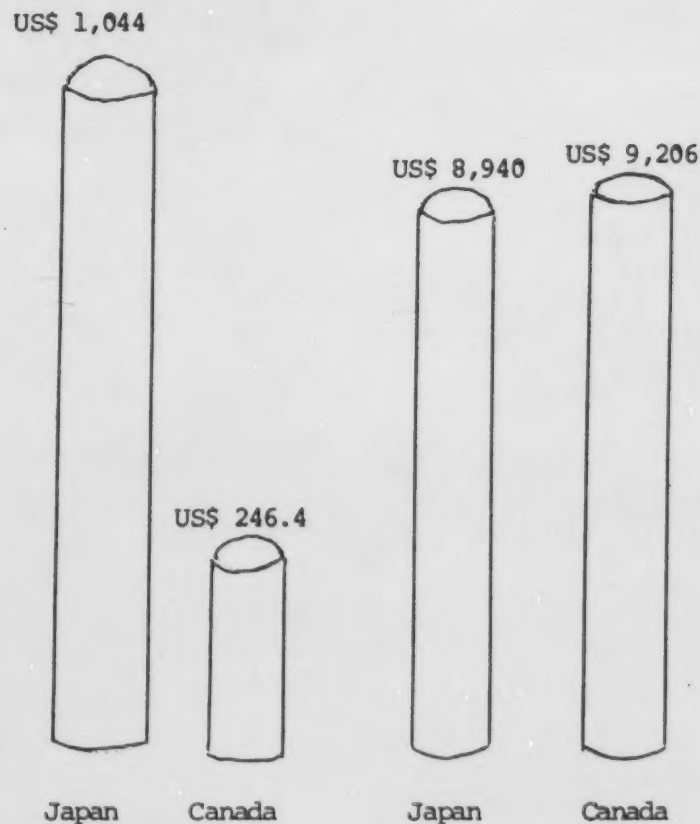


FIGURE 18 - 2 -- Economic comparisons

GROSS NATIONAL PRODUCT (1980)
(billions)

PER CAPITA INCOME (1980)



Source: Economic Planning Agency, Japan.
Ministry of Finance, Japan

Figure 18 - 3 Canada's Imports and Exports by Commodity Category 1981. (Million Can \$)

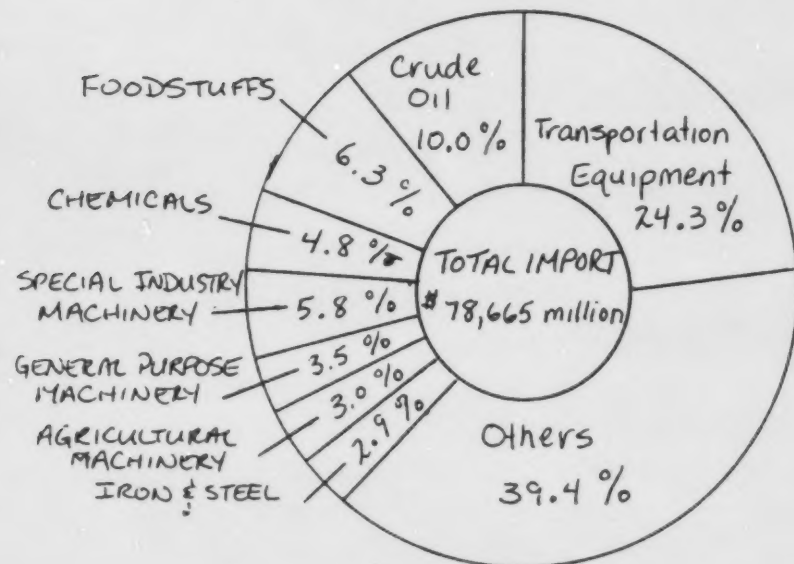
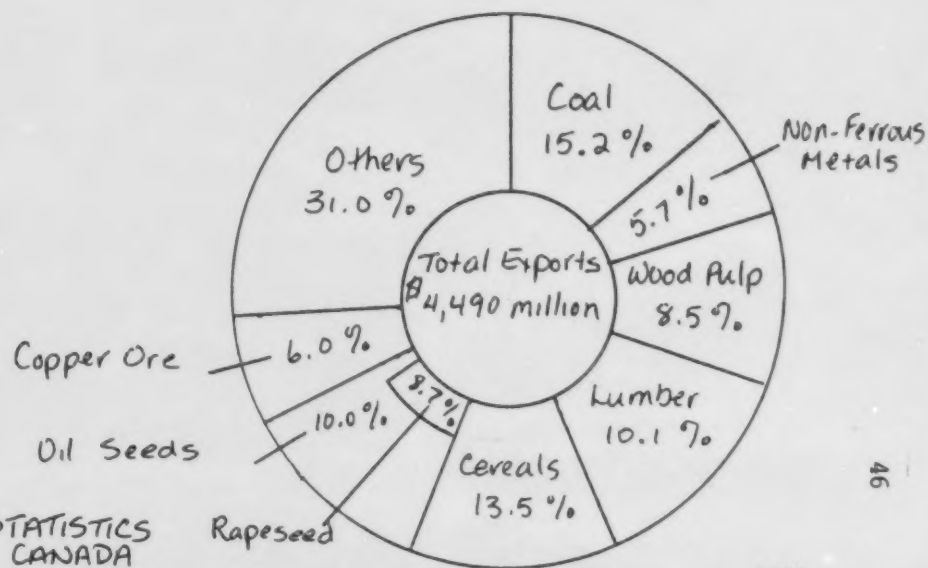
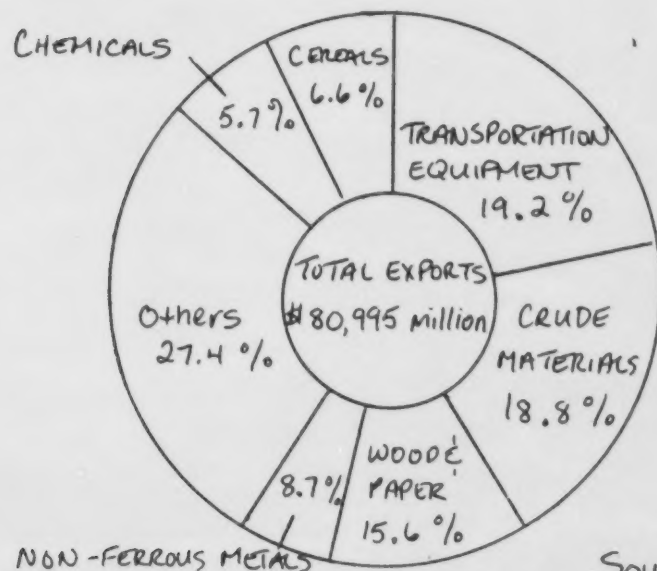
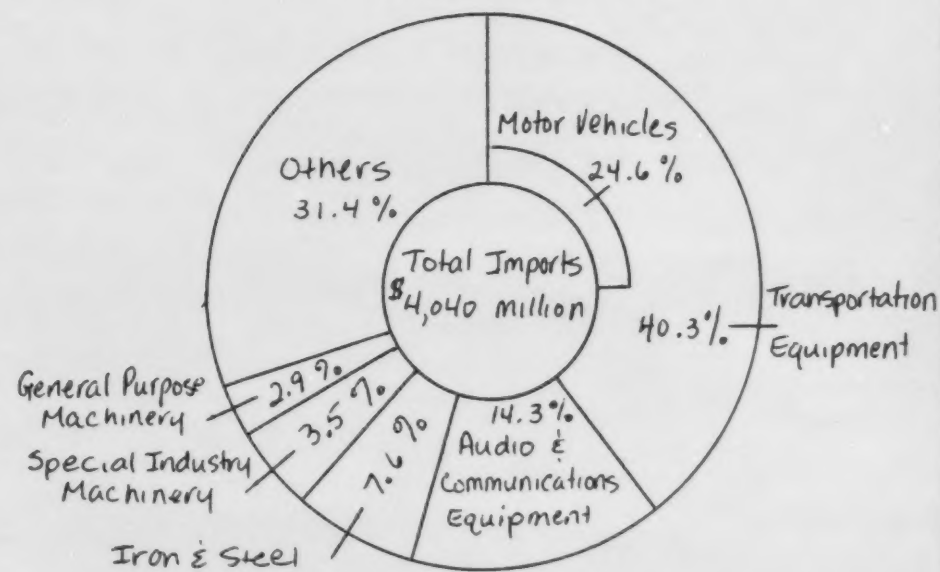


Figure 18 - 4 Canada's Imports from Japan and Exports to Japan by Commodity 1981. (Million Can \$)



SOURCE: STATISTICS CANADA

Module No. : 19

Grade : Six

Title : THE ECONOMY OF JAPAN

Approximate
Length : Two to Three
lessons

Concepts / Skills

Import (a) Export (b)

Inter-dependency of nations

Balance of Trade (c)

Resources Needed

Statistical Handbook of Japan

Statistics Canada :

Imports by Commodities cat: 65-004

Exports by Commodities cat: 65-006

Method, Activities, Applications

- 1) Using group discussion define the terms import and export.
- 2) Have students predict the major imports and exports of Japan.
- 3) Rank the predictions and chart the results. (Figure 19 - 1)

Figure 19 - 1 Exports and imports of Japan

Exports and Imports of Japan			
Predictions		Actual	
Export	Import	Export	Import
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

- 4) Compare predictions with actual commodities. Put this in chart form in notebooks.
- 5) Discuss why the commodities in Figure 19 - 1 are important imports and exports for Japan.
- 6) Compare the import and export figures of Canada with those of Japan. Discuss any similarities or differences. (Figure 19 - 2)

Figure 19 - 2 Japanese and Canadian trade commodities

Japanese and Canadian Trade Commodities			
Japan		Canada	
Export	Import	Export	Import
1. Machinery	Mineral Fuel	1.	
2. Metals	Foodstuff	2.	
3. Textiles	Raw materials	3.	
4. Chemical Products	Machinery	4.	
5. Non-metal Minerals	Metal Ores	5.	

- 7) Define balance of trade ^(c) and determine what would be a favorable balance of trade for Japan or Canada.
- 8) Discuss Japan's sources of imports and how world problems could ^(d) affect these sources.
- 9) How might Canada benefit or suffer as a result of problems mentioned in # 8 above ?
- 10) Discuss and list advantages (and disadvantages) of co-operation among nations.
- 11) Is it possible for all countries to have a positive balance of trade ?

Sample Probes, Definitions, Responses

(a) See module 18

(b) See module 18

(c) Balance of Trade - the dollar value of exports minus the dollar value of imports. If the value of imports is greater than the value of exports the balance of trade will be negative.

(d) Suggested discussion ideas

How is trade affected by:

- War in the Middle East ?
- Import quotas in North America ?
- The declining value of the yen ?

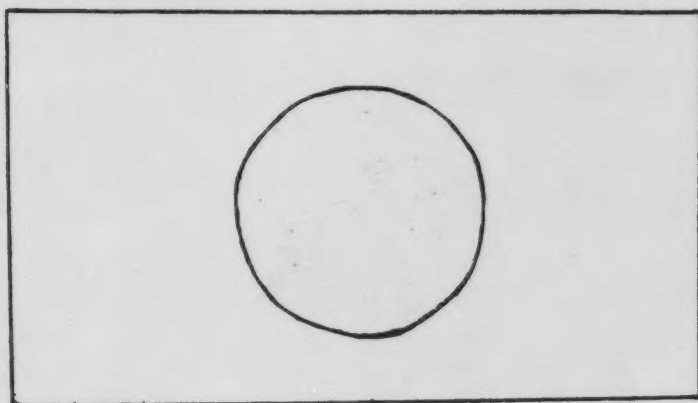
Comments

As the statistics will vary from year to year, it is necessary to try and use the most recent figures available.

NATION BUILDING

GRADE 9

PHYSICAL GEOGRAPHY



INDUSTRIALIZATION

DEMOCRACY

NATIONALIZATION

Module No. : 20

Grade : Nine

Title : NATIONALISM IN JAPAN
AND CANADA

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Patriotism ^(a) Nationalism ^(b) Comparing and evaluating information	* Slides: <u>Japan of Today</u> Parts VI & VII * available from Consulate of Japan

Method, Activities, Applications

- 1) Under the sub-headings provided, discuss the indicated aspects of the cultural composition and cultural history of Canada and Japan.
 - a) Origins of native peoples
 - b) Colonization sites
 - c) Colonizing nationalities
 - d) Immigration patterns
 - e) Current cultural composition
- 2) Discuss the Quebec/Canada conflict. ^(c)
- 3) Using slides and text material review;
 - a) the basis of Japan's cultural homogeneity
 - and b) list the physical and political factors which helped to maintain it.
- 4) Define nationalism. ^b
- 5) How do the following elements of society promote or impede the development of nationalism ?
 - a) ethnic diversity ^(d)
 - b) language
 - c) religion
 - d) size (area of the country)
 - e) economic prosperity
- 6) Which of the elements mentioned in number 5 would promote nationalism in Canada ? Japan ?
Which would impede nationalism ?
- 7) What external factors can affect the growth of nationalism ? ^(e)
List these.

Method, Activities, Applications (cont'd)

- 8) In a short paper, describe and compare the affect of nationalism on Japan and Canada. ^(f)

Sample Probes, Definitions, Responses

- (a) Patriotism - the act of expressing pride in and pledging allegiance to one's country or nation.
- (b) Nationalism - the view that the ways of one's country are superior to those of other countries.
- (c) Suggested Guidelines
- historical background
 - prominent leaders and groups
 - the issues as seen by Canada and Quebec
 - the pro's and con's of separation
- (d) Ethnic diversity - the percentage of the national population represented by ethnic groups from other cultural backgrounds.
- (e) Possible external factors:
- World Wars
 - pressures from the Communist bloc
 - proximity to resources
 - ease or difficulty of trade
 - etcetera
- (f) Guidelines for the paper
1. Define nationalism. List the internal and external factors that shape nationalism in both Canada and Japan.
 2. Describe at least one national crisis which occurred in each country since 1900.
 3. Evaluate the strength of nationalism in each country.
 4. What are the advantages and disadvantages of nationalism?
 5. a) What is the difference between nationalism and internationalism?
 b) What factors speak against internationalism?
 c) Why is it important for Canada and Japan to have an international outlook?

Module No. : 21

Grade : Nine

Title : JAPAN'S PHYSICAL GEOGRAPHY

Approximate
Length : Two to three
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Physical features ^(a) Oral, graphic and written reporting	Handouts - <u>Earthquakes and Volcanoes</u> (after Jo Keeping) Texts - <u>Man in the Great Community</u> - <u>Physical Geography</u> - <u>Oxford Economic Atlas of the World</u>
<u>Method, Activities, Applications</u>	

- 1) Distribute copies of a physical relief map of the world. Discuss and compare the physical features of Canada and Japan. ^(b)
- 2) Distribute handout, Earthquakes and Volcanoes (Figure 21 - 9) and instruct students to use their atlas map in order to answer the questions from the handout into their notebooks. Discuss answers. ^(c)
- 3) Instruct students to read pages 10 - 12 of the text, Man in the Great Community (Figure 21 - 10 to Figure 21 - 12), and to answer the questions on page 12 in their notebooks. Be sure to tell students NOT to complete the chart on page 10. Discuss answers. ^(d)
- 4) Review and discuss how earthquakes are created. ^(e) Instruct students to copy the diagrams and notes into their notebooks. (Figure 21 - 1 to Figure 21 - 5)

Figure 21 - 1 Description of the formation of earthquakes for the blackboard

Earthquakes

Earthquakes are caused by forces acting in the earth's crust which produce seismic waves. This crustal activity can take the form of faulting, folding and ~~extrusive~~ volcanism which produce land form features similar to those shown in the diagrams: Figure 21 - 2 to Figure 21 - 5 which illustrate faulting.

Source: Jo Keeping

Figure 21 - 2 A diagram illustrating a normal fault for the blackboard

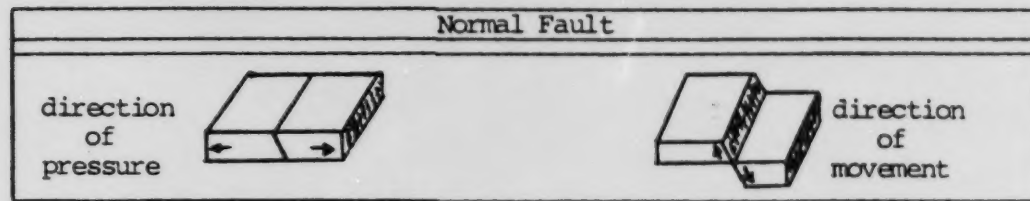


Figure 21 - 3 A diagram illustrating a thrust fault for the blackboard

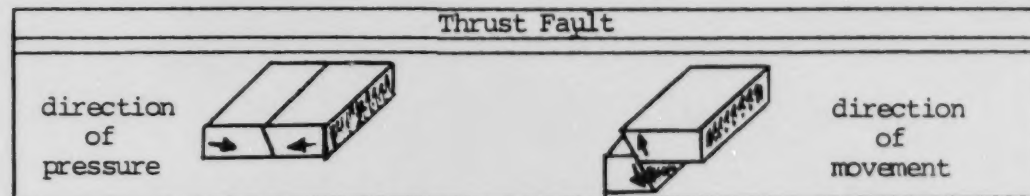


Figure 21 - 4 A diagram illustrating a rift valley or graben fault for the blackboard

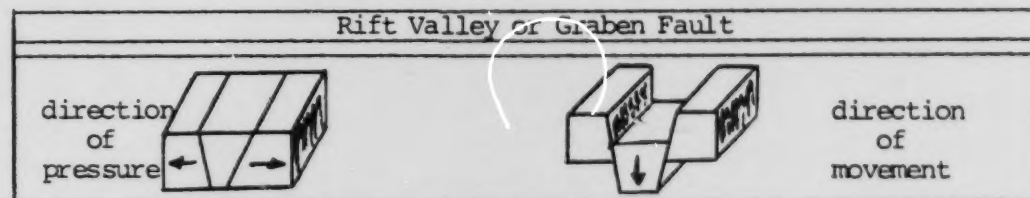
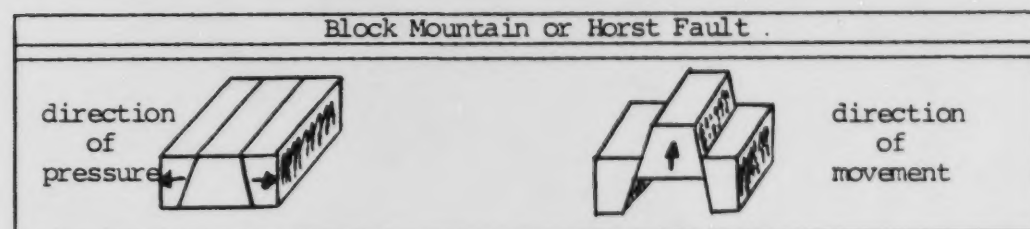


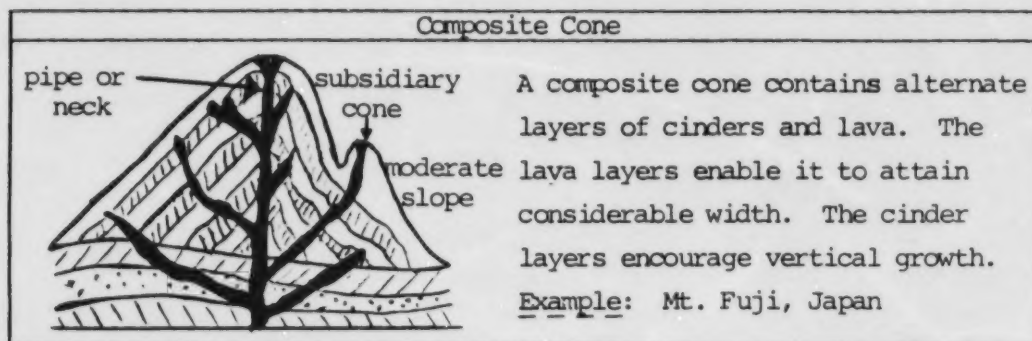
Figure 21 - 5 A diagram illustrating a Block Mountain or Horst fault for the blackboard



- 5) Refer to Figure 21 - 9, the picture of Mount Fuji and explain that it is an extinct volcano and is called a composite cone. Instruct students to copy the notes and diagrams into their notebooks.
(Figure 21 - 6 to Figure 21 - 8)

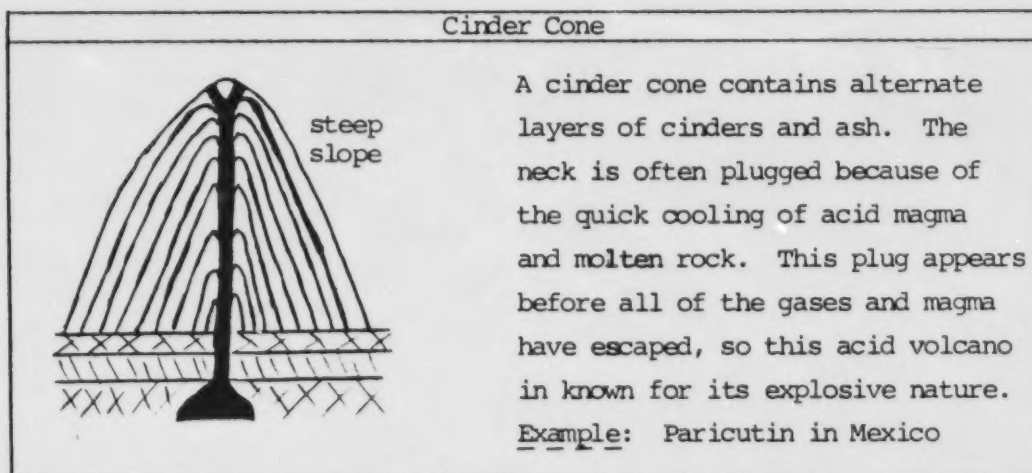
Source of Figure 21 - 2 to Figure 21 - 5: Smythe, J. M., Brown, C. G. and Fors, E. H. Physical Geography. Toronto: MacMillan Co., 1970.

Figure 21 - 6 A diagram and description of a Composite Cone for the blackboard



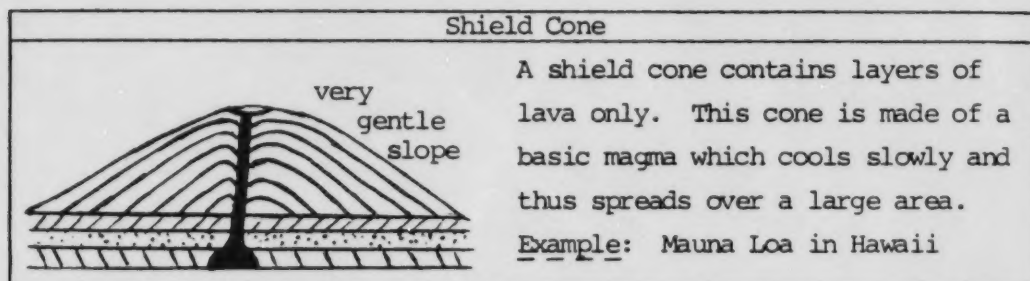
OTHER TYPES OF VOLCANOES

Figure 21 - 7 A diagram and description of a Cinder Cone for the blackboard



Source: Smythe, J. M., Brown, C. G. and Fors, E. H. Physical Geography. Toronto: MacMillan Co., 1970.

Figure 21 - 8 A diagram and description of a Shield Cone for the blackboard



- 6) Distribute copies of a map illustrating earthquake and volcanic zones around the world. Discuss and compare Canada's and Japan's relationship to these zones. (f)

Sample Probes, Definition, Responses

- (a) Physical features - landforms that are present in a country (example - mountains, lakes, etc.)
- (b) i) What type of physical features make up most of Japan? (mountains and plains)
 ii) What type of physical features make up most of Canada? (mountains, plains, plateau and shield)
- (c) i) According to the map, what landform features are found in Japan? (mountains)
 ii) How do you know this by looking at the map? (by the number of volcanoes found in Japan)
- (d) i) What is the literal meaning of the word 'earthquake'? (a movement in the earth)
 ii) Where are the majority of the world's earthquake zones situated? (The Pacific Ring of Fire)
- (e) i) How are earthquakes created? (pressure inside the earth which displaces the earth's crust or magma - molten material below the crust)
- (f) i) Are there any active volcanoes in Canada? (no)
 ii) Are there any active volcanoes in Japan? (yes)

Source of Figure 21 - 8: Smythe, J. M., Brown, C. G. and Fors, E. H. Physical Geography. Toronto: MacMillan Co., 1970.

Figure 21 - 9 A worksheet concerning earthquakes and volcanoes in Japan.

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Did You Know?

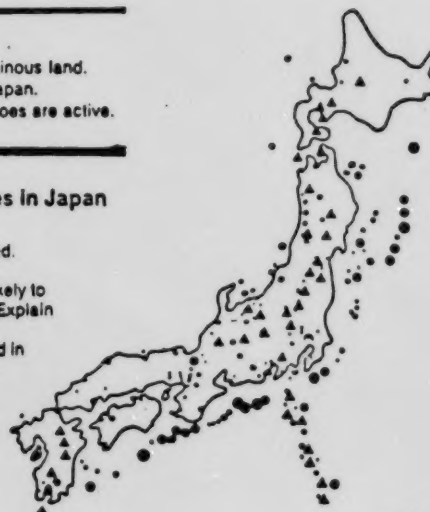
Eighty percent of Japan is mountainous land.
There are over 500 volcanoes in Japan.
At present, only 60 of these volcanoes are active.

Earthquakes and Volcanoes in Japan

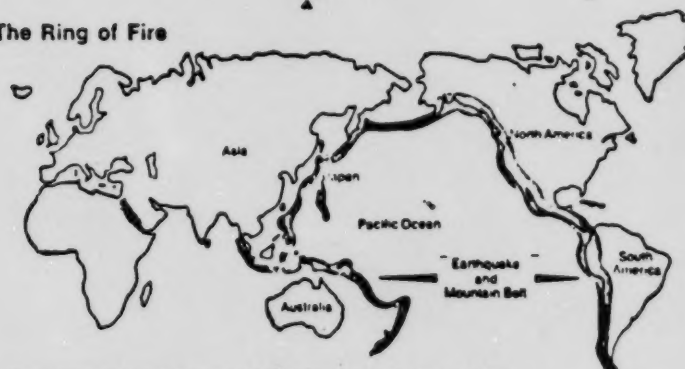
This map shows where the major earthquakes of Japan have occurred.

1. What two cities would be most likely to suffer from earthquakes in Japan? Explain your choices.
2. What landform features are found in Japan according to the map?

- ▲ Active Volcano
- Earthquake



The Ring of Fire



1. The Earthquake and Mountain Belt shown on the map, is often referred to as the "Ring of Fire." Why is this name used?
2. Find Japan on this map. Describe the location of other areas of the world which might experience earthquakes similar to those in Japan.
3. What landform features would you expect to find in these areas? Use what you have learned from the map of Japan.

Source: Jo Keeping

Figure 21 - 10 A copy of page 10 from Man in the Great Community.

10 MAN IN THE GREAT COMMUNITY

Man prefers to live in flat areas near a supply of water. As Figure 5 shows, most of Japan's land is high and rugged, with about seventy-five per cent of the total area mountainous or hilly. Through the central part of each island stretch chains of mountains which contain small valleys or basins and many short, swift-flowing, and treacherous rivers. Surrounding the mountainous areas is a narrow coastal plain which in turn gives way to a still narrower continental shelf. There is little level land for the farms, cities, factories, roads, and other requirements of human settlement, and therefore the good agricultural land is in small areas scattered throughout the islands. The high mountains and deep valleys offer some of the world's most beautiful scenery, but most of the land is unsuitable for farming.

	APPROXIMATE LAND USE PERCENTAGES			
	Agriculture	Permanent Pasture	Forest	Waste Land and Built-up Areas
Japan				
Canada				

9. (a) Using your atlas complete the above chart. (b) Comment on the significance of these percentages.

You learned earlier that the earth was once a molten fiery mass, and that, although the surface is now cool, the temperatures underneath the crust are still very high. This has caused the crust of the earth, which seems so solid and stable, to move a good deal. Stresses are applied to the solid rocks until they rupture and move, causing earthquakes. Although disastrous earthquakes are rare, earth tremors of an intensity that can be felt by human beings may occur two or three times a month in some parts of Japan, while delicate instruments known as seismographs record an average of 1500 tremors a year. An earthquake on the sea bed may also cause damage indirectly by producing a *tsunami*, a huge sea wave. This wave rises to greater and greater heights as it approaches the coastline and may sweep inland to destroy buildings and roads. In 1933 a *tsunami* riding inland in northern Japan reached a height of over sixty feet above normal sea level and drowned many people. Again, in 1960, the northern coasts of Japan were struck

Source: Carswell, G. E., Wiley, W. H. and Honeybone, R. C. Man in the Great Community. Ontario: Bellhaven House Ltd., 1969.

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Figure 21 - 11 A copy of page 11 from Man in the Great Community.

THE FAR EAST 11

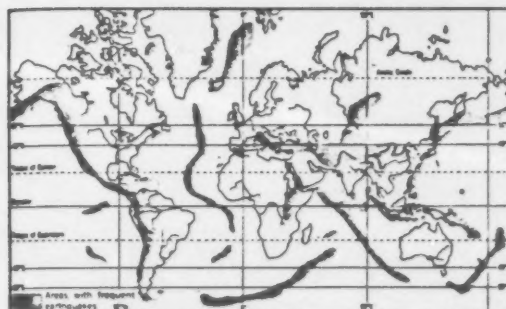


Figure 6. Earthquake regions of the world

by the thirty-foot waves of a *tsunami* caused by a strong earthquake on the Chilean coast.

Although the loss of life caused directly by earthquakes is relatively small, the risk of people being killed or injured is still present today because no reliable means have yet been found of predicting the occurrence of earthquakes. Figure 6 shows the distribution of areas in the world where earthquakes occur fairly frequently. The main Japanese islands, Hokkaido, Honshu, Shikoku, and Kyushu, lie in a belt of young fold mountains and are situated just west of a deep valley in the Pacific Ocean known as the Japan Trench. Thus Japan can be thought of as the exposed part of a mountain mass which ranges from more than 35,000 feet below sea level to over 10,000 feet above sea level. It is perhaps not surprising that this mass of upstanding rock should not be perfectly stable but should move from time to time and thus generate earth tremors. Further, some of the higher peaks within the Japanese mountain system are in fact volcanoes (see Figure 7), as for example Mount Fuji (see Figure 8). There are about fifty active volcanoes in the world at the present time. Mount Fuji is a dormant or quiescent volcano, having last erupted in 1707.

Source: Carswell, G. E., Wiley, W. H. and Honeybone, R. C. Man in the Great Community. Ontario: Bellhaven House Ltd., 1969.

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Figure 21 - 12 A copy of page 12 from Man in the Great Community.

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12 MAN IN THE GREAT COMMUNITY

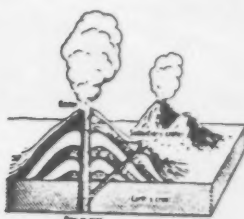


Figure 7. Cross-section of a volcano

10. (a) Write a sentence stating concisely what is meant by the term "earthquake." (b) What instrument registers earth tremors? (c) If someone told you that Japan had an average of 1500 severe earthquakes a year, why would you think this statement an exaggeration? (d) How are tsunamis produced and what are some of their effects upon striking land?

11. (a) (i) What do you notice about the distribution of earthquake zones in North and South America and in Eastern Asia (see Figure 6)? (ii) With what type of relief features are the earthquake zones associated? (Compare Figure 6 with a relief map of the Pacific Ocean and its borders.) (b) Which continent appears to suffer least from earthquakes? (c) How does the existence of earthquakes present a problem to architects, building contractors, and civil engineers?

Figure 8. Mount Fuji



Source: Carswell, G. E., Wiley, W. H. and Honeybone, R. C. Man in the Great Community. Ontario: Bellhaven House Ltd., 1969

Module No. : 22

Grade : Nine

Title : INDUSTRIALIZATION AND NATION
BUILDING IN JAPAN

Approximate
Length : Three to four
lessons

Concepts / Skills	Resources Needed
Industry ^(a) Industrialization ^(b) Nation ^(c) Visual, oral and written reporting	Filmstrip - <u>Japan becomes a world power</u> <u>Handouts</u> - Figure 22 - 1 to Figure 22 - 6 (after Jo Keeping)
Method, Activities, Applications	

- 1) View the filmstrip, Japan becomes a world power.
- 2) Discuss the filmstrip in relation to the questions in the handout (Figure 22 - 1) and instruct students to take brief notes during this discussion period.

Figure 22 - 1 A handout of questions to accompany the filmstrip

Questions for the filmstrip, Japan becomes a world power
1. What are some of the factors that enabled Japan to be rebuilt so rapidly after the war. 2. Compare the type of government that existed during the military era with the constitutional monarchy that Emperor Meiji established in 1867. 3. Keeping their history in mind, do you think that the Japanese had a difficult time accepting democratic ideas after World War II? Why or why not? 4. Do you think that the Meiji era helped the people make the transition from agriculture to industry easier after the war? 5. Why did the Americans leave Emperor Hirohito as head of Japan, and why was he never tried as a war criminal? 6. What were the differences in the role of the Emperor before and after the war? 7. How has Japanese industrial development affected our economy? 8. Has this filmstrip changed your impressions of the Japanese? If so, explain how.

Source: Jo Keeping

- 3) Instruct students to answer the questions in Figure 22 - 1 in their notebooks using the rough notes from #2.
- 4) Discuss the three phases of industrial development outlined in Figure 22 - 2. (d)

Figure 22 - 2 A handout showing the three phases of industrial development in Japan

Industrial Development in Japan	
<u>I. 1868 - 1880</u> - Meiji government - new ideas reach Japan - agricultural development, crop yields increased - spread of Education: - by 1880, 65% boys and 31% girls were literate - by 1900, 95% of the population is literate FOUNDATION PERIOD	<u>II. 1880 - 1931</u> - Industry expands, especially in textiles - co-operative factories started - Dunlop, Ford, G. M. start factories - 1914 = value of industrial production passes the value of agricultural production - textiles = 59% of exports FIRST PHASE
<u>III. 1932 - 1951</u> - metals and machines - production grows - new industries: - shipbuilding - plant precision industries - plant machinery - war = smashes factories - country supplies itself SECOND PHASE	<u>IV. Since 1951</u> - re-building of factories after the war - 1960 = Japan becomes the world's fourth most important trading nation - government encourages iron and steel production - automobiles = third largest in the world - petro-chemicals - Japan lacks natural resources of her own, imports much of this; Canada is a major supplier of iron and coal. THIRD PHASE

Source: Jo Keeping

- 5) Review the handout, Characteristics of Japanese Industry (Figure 22 - 3) through discussion. (e)

Figure 22 - 3 A handout showing the characteristics of Japanese industry

Characteristics of Japanese Industry
<u>MAIN POINTS:</u> 1. Control of Japanese industry is largely in the hands of government and large family concerns: Toyota, Sony, Hitachi. 2. Most raw materials have to be imported; for example, Canada supplies coal, iron ore and wood, copper. 3. Labour is cheap, abundant, well educated. 4. Work is carried on in many small plants. 5. Most industries are located near ports. 6. Most of what is produced is exported. 7. Japan manufactures a large variety of products. 8. Japan must trade to survive, therefore they have adapted well to change.

Source: Jo Keeping

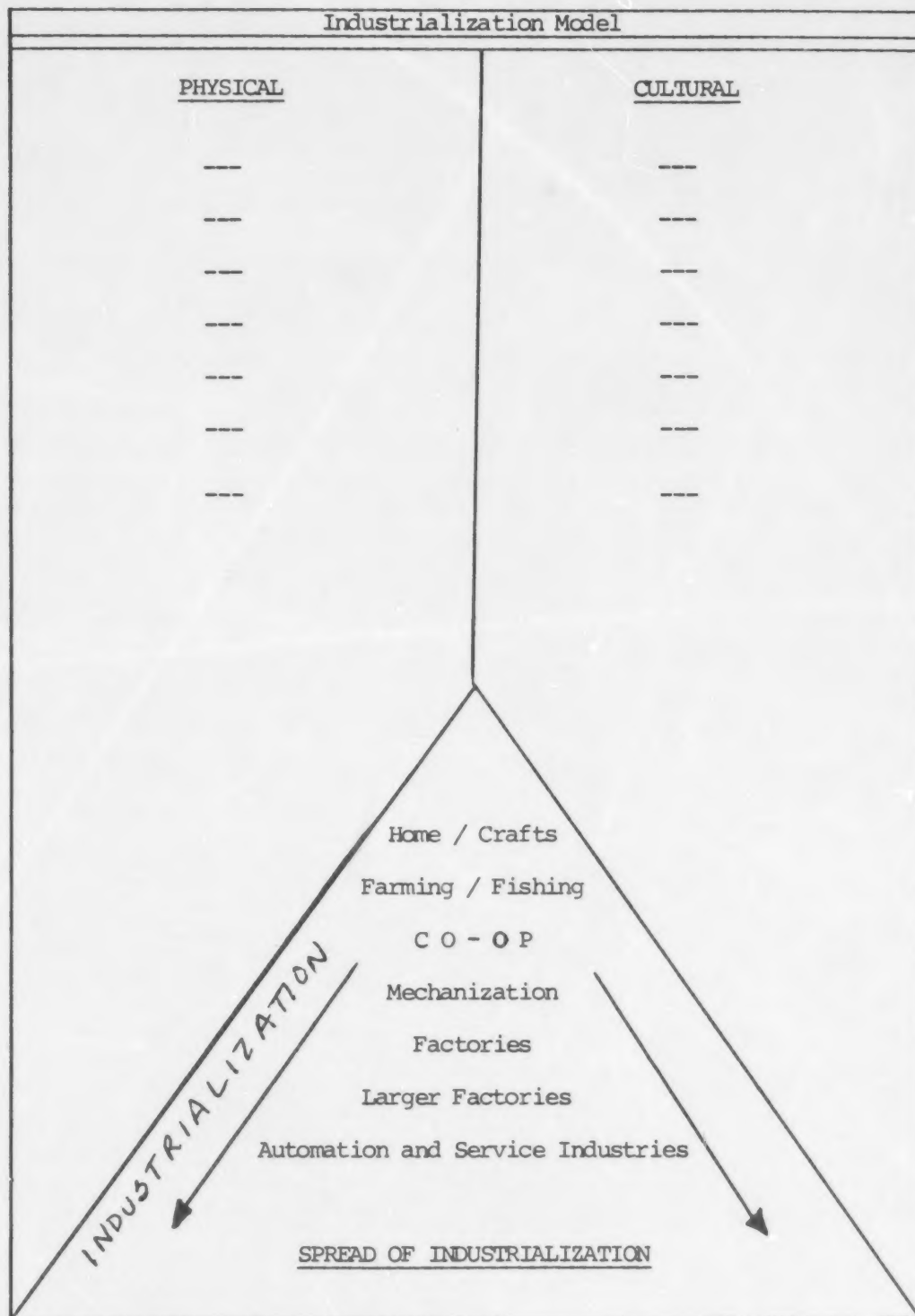
- 6) Instruct students to read the handout, Industrialization of Japan (Figure 22 - 4), to underline the main points and to summarize them in a free form paragraph. (See next pages for Figures 22 - 4, 5, 6)
- 7) Distribute the handout, Industrialization Model (Figure 22 - 5) and instruct the students to complete it from the knowledge they have gained thus far. (f)
- 8) Discuss the handout, Japan's trade with B. C. (Figure 22 - 6) and the main industries involved. (g)
- 9) Instruct students to answer the questions from Figure 22 - 6 in their notebooks.
- 10) Instruct the students to list similarities and differences between Japanese and British Columbian industries using the following headings:
 - a) industrial type (primary, secondary, etc.)
 - b) leading industrial products
 - c) markets
 - d) problems

Figure 22 - 4 A handout describing the industrialization of Japan

Industrialization of Japan
One of the reasons Japan has been able to grow so rapidly and so well industrially is because of the cultural background of the Japanese people. To these people the group, not the individual is important. Any group to which they belong whether it be business, industry, church, village, town or country group is of tremendous importance. People have great respect of their elders and other people in the group. In order for the Japanese person himself to succeed - the group has to succeed. Therefore, everyone in the group works as hard as they can. Group loyalty is tremendous, and this is helped by the elders looking after the younger ones. YOUTH WORK REALLY HARD IN SCHOOL OR COLLEGE to be able to be selected by the best firms. Once they get a job it is a job for life and the firm totally looks after them for the rest of their life. THEREFORE THE BETTER JOB YOU GET THE BETTER LIFE YOU WILL HAVE. Strikes are not a problem as unions are within the group - and loyalty to the group is so very important. Everyone puts in a full days work because in order for them to succeed - the group must succeed. Mechanization is not a threat because: a) workers are usually employed for life b) needs of the entire group come first c) Japanese workers are very adaptable on account of their education and skills d) Government supports new ideas and experiments.

Source: Jo Keeping

Figure 22 - 5 A handout illustrating a model of industrialization



Source: Jo Keeping

Figure 22 - 6 A handout illustrating Japan's trade with B. C. ^{1,2}

Japan's Trade with British Columbia	
EXPORTS	VALUES
Autos.....	\$136,000,000
Steel Production.....	\$ 33,000,000
Television Sets.....	\$ 10,000,000
Trucks.....	\$ 9,000,000
Mandarin Oranges.....	\$ 6,000,000
Auto Parts.....	\$ 5,000,000
IMPORTS	
Copper.....	\$137,000,000
Wheat.....	\$ 81,000,000
Rape seed.....	\$ 54,000,000
Coal.....	\$ 48,000,000
Aluminum.....	\$ 41,000,000
Barley.....	\$ 29,000,000
Lumber.....	\$ 22,000,000
Iron Ore.....	\$ 17,000,000
QUESTIONS	
1. What is the most important import in terms of monetary value?	
2. If cars, trucks and auto parts were added together, what proportion of the export value to B. C. would they make?	
3. What foodstuffs does B. C. export to Japan? Why? What foods do we import from Japan? Why?	
4. Why is the export of lumber to Japan from B. C., important to B. C.'s economy?	
5. Copper is the major export from B. C. to Japan, what do the Japanese use it for?	

¹Source: Jo Keeping

²These figures are based upon the mid 1970's. Students can be asked to determine the time-period and then bring the figures up to date. The value of copper and coal imports from B. C. fluctuates for reasons which the students can be asked to ascertain. Comparisons might also be made with the Canadian - Japanese trade picture as a whole (See p. 46).

Sample Probes, Definitions, Responses

- (a) Industry - strictly speaking, it can be any economic activity, or any way of making a living. It's subdivisions are:
- i) Primary - the procuring of raw materials, whether it be cutting trees for lumber or collecting berries by an aboriginal people.
 - ii) Secondary - (manufacturing) the refining of raw materials to change their form. Eg. - the changing of iron ore to steel.
 - iii) Services - (tertiary) activities which neither change nor transform raw materials, but which make i) and ii) easier. Eg. - transportation, medical care, etc.
- (b) Industrialization - the process of economic development in a country wherein the percentage of workers in primary industries decrease so that more workers are found in manufacturing and services. Industrialization is accompanied by increasing mechanization, automation, and urbanization (growth of cities).
- (c) Nation - can have at least two meanings:
- i) a territory that is administered by a sovereign government. The people inhabiting a territory may be of the same or different nationalities. The nation of Canada, for example, is home to different ethnic groups.
 - ii) a group of people having common characteristics, usually of language and religion; who either have self-government or aspire to it.
- (d)
- i) In what ways would industry expand? (factories built)
 - ii) Why would shipbuilding be an important new industry? (ships are needed for importing and exporting goods)
- (e)
- i) Why would raw materials have to be imported? (Japan has no supply of them)
 - ii) List the leading raw materials that are imported? (coal, iron ore)
 - iii) Why would it be beneficial to build industries near ports? (for easy refining of imported raw materials - oil, sugar cane, timber)
- (f) Example:
- physical = farming the land
 - cultural = cooperating in business
- (g)
- i) What is the leading industry involved in Japan's exports? (the automobile)
 - ii) What agricultural product is involved in Japan's exporting? (mandarin oranges)

Module No. : 23

Grade : Nine

Title : DEMOCRACY

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Democracy ^(a) Comparing and evaluating information	Film: <u>Democracy in Action</u> * Available from the Consulate of Japan
<u>Method, Activities, Applications</u>	
1) Define <u>democracy</u> . Is democracy the same in all countries ? If not, ^(b) what is different ? 2) What are the alternatives to democracy in the world ? List these alternatives and the nations where they are/were practiced. 3) Introduce the film <u>Democracy in Action</u> and focus the students' attention on the decision-making process in Japan. 4) Using information gained from the film, discussions, and text material, complete the chart shown in Figure 23 - 1 .	

Figure 23 - 1 Comparing governments of Canada, Japan, and the U.S.A.

Democracy Around the World			
country components	Japan	Canada	U.S.A.
decision making bodies		Cabinet + elected Parliament	
elected bodies		House of Commons	
appointed bodies			
frequency of elections			
veto power yes/no			
# of political parties		3 Liberal Conservative N.D.P.	
head of government			President
always democratic y/n			y

Sample Probes, Definitions, Responses

- (a) Democracy - a form of government wherein the rulers are chosen by and answerable to those who are ruled.
- (b) Democracy does not exist in a pure form in any country. Also the degree of democracy may vary from one country to another. For example, in theory, anyone may run for the highest elected office in Canada and the U.S.A. In practice, rich persons are more likely to do so as they can better handle the costs of election campaigns.
- Other variable factors are the fairness of regional representation and qualifications for voters.

Module No. : 24

Grade : Nine

Title : GLOBAL INDUSTRIALIZATION

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Industrialization ^(a) Comparing and evaluating information	Text material on industry in Japan, Canada, and the United States. Swatridge, L. A., Burbidge, A. A. and Langman, R. C. <u>Regional Geography</u> . Toronto: McGraw-Hill, 1963, p.356-392.
<u>Method, Activities, Applications</u>	Clee, D. A. and Hildebrand, W. <u>Through Europe and Asia</u> . Toronto: Holt, Rinehart and Winston, 1973, p.448-486.
1) Have students read the appropriate text material in preparation for the discussions and activities. 2) List and chart the changes in industrial production in Japan, Canada, and the United States over the past century. (Figure 24 - 1)	

Figure 24 - 1 Changes in industrial production

Changes in Industrial Production				
period country	1900 - 1914	1918 - 1939	1945 - 1980	1980 - ?
Canada		Raw material extraction		
Japan			high tech electronics	bio- tech
United States				

- 3) Brainstorm possible reasons for industrial development in each^(b) country. List any similarities.
- 4) Of the reasons noted in number 3 above, were any unique to only one country.^(c)
- 5) Discuss the effects World Wars have on industrial change.
- 6) Discuss Japan's rapid industrialization after World War II.^(d)

Method, Activities, Applications (cont'd)

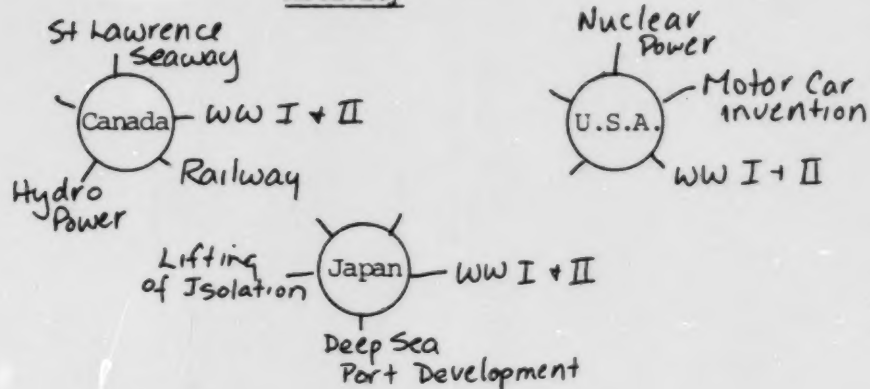
- 7) In a short paper, evaluate the future potential for industrial development in the three countries mentioned in Figure 24 - 1. (e)

Sample Probes, Definitions, Responses

- (a) Industrialization - Moving from one level of industrial production to a higher technologic level.

(b)

Changes in Industrial Activity



- (c) Students should be aware that the industrial revolution started much later in Japan than in Europe or North America due mainly to the isolation of the Tokugawa Shogunate.

- (d) Possible reasons for rapid industrialization include:

- U.S.A. aid (financial and fixed capital)
- new government
- western technology
- Japanese work ethic and group ethic

- (e) Suggested Format for Paper

For each country provide;

- i) the present state of industrial activity
- ii) the future trends in terms of where development will take place, when it will occur, and on what scale it will occur.
- iii) reasons why the country will or will not change.

Then, considering the following factors, decide which country is best prepared for the upcoming changes.

- | | | |
|---------------------|---|------------------|
| - Raw materials | - Technology | - Transportation |
| - Energy | - Markets | - Labour |
| - Government policy | - Nearness to raw materials and suppliers | |



GRADE 11

JAPAN AND THE WORLD

Module No. : 25

Grade : Eleven

Title : EFFECTS OF OVERPOPULATION

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Population density ^(a)	Films : <u>Tokyo</u>
Overpopulation ^(b)	<u>Japan - Pollution</u>
Divergent thinking	<u>Problems of Urban Traffic</u>
	Filmstrip : <u>Japan</u>

Method, Activities, Applications

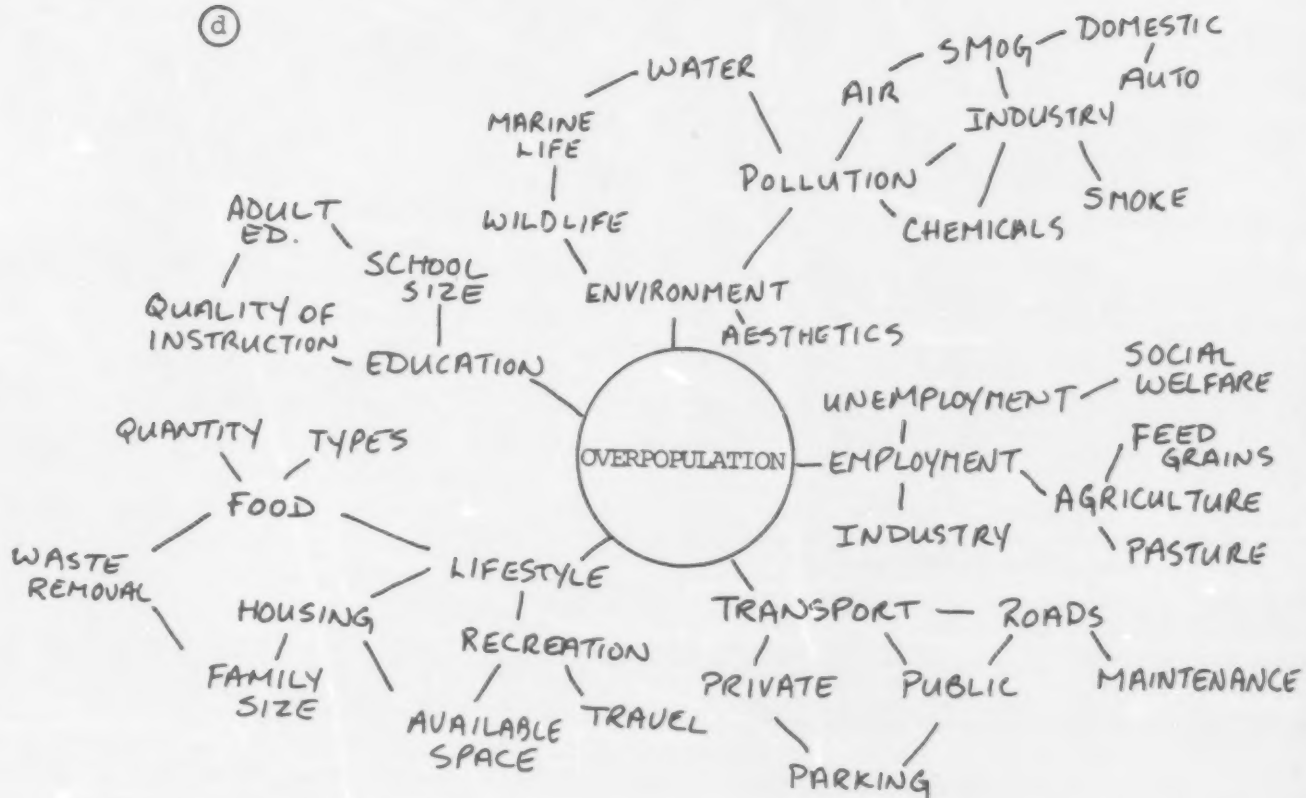
- 1) Define and discuss the meaning of population density and overpopulation.
- 2) Identify areas in Canada which suffer from overcrowding or high density living. What are the indicators that point to overcrowding? List them.^(c)
- 3) Introduce a film or filmstrip listed above and focus the students' viewing on aspects of daily life affected by overpopulation.
- 4) Brainstorm and web the characteristics (aspects) of daily life^(d) affected by overpopulation or high population density.
- 5) Describe in detail, using class input, at least two major links in the web. Then have the students write a detailed explanation on how overpopulation affects two other links in the web.

Sample Probes, Definitions, Responses

- ^(a) Population density - the average number of people living in a given area of land. e.g. 35/km²
- ^(b) Overpopulation - a condition where the population density is greater than an area can support at a minimal level.
- ^(c) Some indicators of overpopulation might be :
- smog level
 - transportation networks
 - unemployment level
 - school class sizes
 - high population density
 - traffic congestion
 - crime rate

Sample Probes, Definitions, Responses (cont'd)

(d)



Module No. : 26

Grade : Eleven

Title : SYSTEMS OF GOVERNMENT

Approximate
Length : three to four
lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Gathering and processing information Presenting defensible synthesis	Burks, A.W. <u>The Government of Japan</u> New York, Crowell, 1972. Film: <u>The Japan of Today</u> *
<u>Method, Activities, Applications</u>	* Available from the Consulate of Japan.

- 1) Provide a brief description of the systems of government in the U.S.A., Canada, Soviet Union, and Japan.
- 2) Divide the class into four groups, each group representing one of the four nations mentioned in # 1 above.
- 3) Each group will pick a 3 - 4 member debating team and assign other members to look for weaknesses in the other three nations' governmental systems.
- 4) The debating team will present their system of government and respond ^(a) to questions from other groups.
- 5) The researchers will each write a short paper outlining three weaknesses in one of the other three systems of government. ^(b)
- 6) The debate will take the following format:
 - a) presentation of systems by debating teams
 - b) debaters' question and answer session
 - c) closing statements by debating teams
 - d) open forum question period ^(c)
- 7) Hold a secret ballot to determine the winner of the debate and the students' preferred system of government.

Sample Probes, Definitions, Responses

- ^(a) Each member of the debating team must participate in the debate.

Parameters for research :

- Name of country (Canada, USA, Japan, Soviet Union)
- Form of government (democracy, autocracy, etc....)
- Decision making process

Sample Probes, Definitions, Responses (cont'd)

(a) (cont'd)

- Levels of government (federal, provincial, etc....)
- Responsibilities of different levels of government
- Elected and appointed positions
- Number and ideologic range of political parties

plus any other points deemed important by the student.

(b) Suggested weaknesses

- time taken to make decisions
- unequal representation
- important positions appointed, not elected.
- lack of accountability
- over-centralization inhibits local initiative
- too many regulations hampering productivity
- poor communication between various sectors of the economy and government

(c) The moderator will allow each team to pose questions and will generally direct the proceedings. The moderator is likely to be the teacher.

Module No. : 27

Grade : Eleven

Title : THE JAPANESE WORK ETHIC

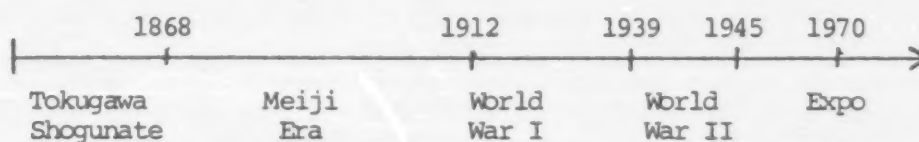
Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Work ethic (a) Processing and evaluating information	Videotape: <u>The Company of Japan</u> tape-recorder (optional)

Method, Activities, Applications

- 1) Record on audiotape (or on blackboard) the students' views as to why Japan had such a rapid industrialization after the turn of the century.
- 2) Discuss the time line shown in Figure 27 - 1. (b)

Figure 27 - 1 Time line of twentieth century Japan



- 3) Introduce the videotape Company of Japan. Focus the students' attention on behaviours, policies, or ways of thinking which would help in rapid industrialization. (c)
- 4) Define work ethic and discuss how the Japanese work ethic differs from our own. (d)
- 5) Students will prepare a paper listing the pros and cons of the Japanese work ethic. State whether it would work in Canada and provide reasons why it would or would not. Include what modifications might be necessary to make it work in Canada.

Sample Probes, Definitions, Responses

- (a) Work ethic - the values, beliefs, and attitudes constituting the way that society looks at employment and work in general, usually with reference to labour productivity. See also module 15.
- (b) Discuss the following issues:
- the isolationist attitude and policies of the Tokugawa Shogunate
 - the rapid start-up of industry under Emperor Meiji
 - the effects of World War I on Japan's industry
 - the effect of World War II on the types of industry in Japan
 - the type, source, and amount of foreign aid after World War II
 - the effects of nationalism over the period 1900 - 1970
 - Japan's interest in high technology
- (c) Students should notice the difference between the Canadian work ethic and the Japanese work ethic. They should also realize that the Japanese work ethic varies according to different situations.
- (d) Points for comparison might include:
- length of working day and working week (hrs/wk)
 - attitude of workers; workers morale
 - role of unions ; frequency of strikes
 - quality of manufactured goods
 - management / labour relations ; co-operation vs, confrontation

Module No. : 28

Grade : Eleven

Title : STATUS OF WOMEN

Approximate
Length : Two lessons

<u>Concepts / Skills</u>	<u>Resources Needed</u>
Status of women ^(a) Comparing, processing, and interpreting information	Films: <u>Women of Modern Japan</u> * <u>Young Women of Japan</u> * available from Consulate of Japan Filmstrip: <u>Japanese Women</u>
<u>Method, Activities, Applications</u>	

- 1) Define the phrase status of women.
- 2) Brainstorm and web the factors which students feel affect the status of women ^(b). Are there different factors in different countries?
- 3) Introduce one of the films (or filmstrip) listed above and have students watch for societal values or expectations which conflict with our own.
- 4) For the post-viewing discussion, comment on the status of women in Japan in relation to :
 - a) family (extended) d) education
 - b) children e) employment
 - c) husband f) culture

Indicate the areas where Japanese attitudes conflict with Canadian attitudes.

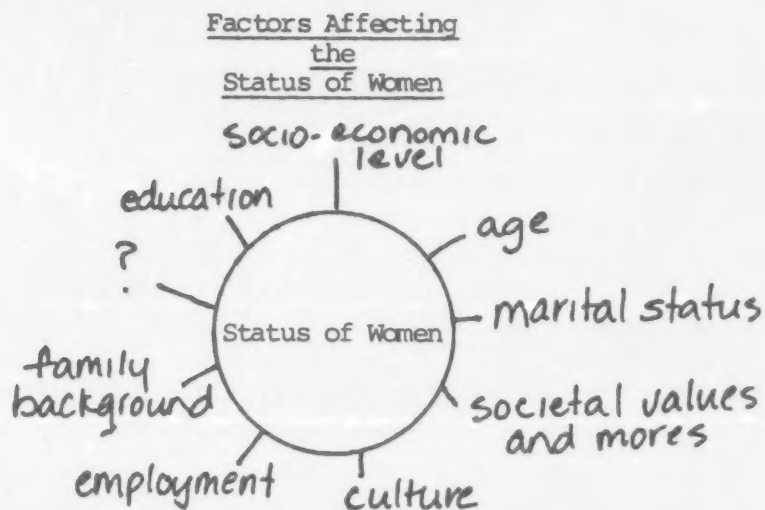
- 5) Discuss, using an open forum format, the history of the feminist ^(c) movement in North America. Focus the debate on the issue of whether or not the movement is/was a trend or a predetermined set of events.
- 6) In a short paper compare and contrast the effects of the feminist ^(d) movement in Canada and Japan.

Sample Probes, Definitions, Responses

- ^(a) Status of women - The way in which women are perceived by a society in relation to other members of the society.

Sample Probes, Definitions, Responses (cont'd)

(b)



(c)

Open-forum discussions are begun with a statement of opinion to which students may react positively or negatively. The discussion is moderated, usually by the teacher, whose task is to continue or prompt the proceedings.

The theme/opinion for this discussion could be ;

" The feminist movement is not a trend, but instead a pre-determined set of events that all societies will eventually experience. It simply takes longer to develop in some countries."

(d)

A possible outline for the paper could be

- i) describe the current state of the feminist movement in both Canada and Japan.
- ii) anticipate and comment on the effects the movement is likely to have on the two societies.
- iii) summarize the pro's and con's of the movement in both countries.

Comments

1. Showing more than one of the films listed is recommended to provide a variety of viewpoints.
2. A second focus for viewing the films could be how the status of women changes through their lifetime.

NOTES

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CONCEPT INDEX -- Alphabetical listing of concepts by school level and module number.

ELEMENTARY

Concept	Module Number(s)	Page(s)
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Buddhism	17	39
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Communities	6	13
Co-operation	4	8, 25
Culture	13	31
Different	1, 2	2, 4
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Extended Family	12	29
Family	1	2
Family Size	2	4
Graphs	18	43
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Labour Productivity	15	35
Landmark	6	14
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Map Symbols	6	13
Nationalities	7	16
Needs	3	6
Neighbourhood	6	13
Nuclear Family	12	29
Occupation	5	10
Population Density	16	37
Protection	8	21
Recreation	8	21
Religion	17	39
Role	5, 9, 12	10, 22, 29
Services	8	18
Shinto	17	39
Shopping	8	21
Signals	11	26
Technology	13	31
Transportation	8	21
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Work Ethic	15, (27)	35, (76)

CONCEPT INDEX -- Alphabetical listing of concepts by school level and module number. (cont'd)

SECONDARY

Concept	Module Number(s)	Page(s)
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Patriotism	20	50
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Population Density	25	72
Status of Women	28	78
Work Ethic	27, 15	(35) , 76

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Agricultural Japan (from the series: Japan - Asian Neighbor)

Japanese farmers work hard to produce the greatest amount of food from their small farms. Japan is a mountainous country and has a large population for its size, thus has little farm land to produce food for them. Fields are terraced on slopes and every bit of land is used for farming. The farms are very productive for their size, while machines, fertilizers and double cropping are methods used to increase productivity. Although the most important crop is rice, Japan's diet is changing and affecting agriculture. Japan must also import wheat, sugar and other products since it only produces four-fifths of the food it needs. How could world conditions affect a country that must depend on other countries for its food supply?

Child of Tokyo (parts one and two)

Japan is a highly technological society, thus industrial and economic growth has concentrated in its cities. While Tokyo and other large cities were being transformed into western-type cities with freeways, factories, neon lights and skyscrapers, the Japanese countryside remained closer to the customs and traditions of the past.

Through the eyes of a school child, we have a chance to see these westernized cities as well as the more traditional Japanese countryside. Yet cities are filled with people still performing the tea ceremony and sleeping on the floor with quilts. The system of rice production in rural Japan has incorporated harvesters and threshing machines. The East-West conflict/coalition is still growing and changing in Japan.

East and West in Japan (from the series: Japan - Asian Neighbor)

People in Japan combine eastern and western ways of living. Japanese people hold to many of their eastern oriental, customs and culture; and at the same time they have accepted many western, occidental, ways of living. Japanese people are adaptable to changing times and conditions. Many of the new buildings in the large cities are western in design and construction. Japanese homes often are traditional in furnishings but have the modern conveniences and inventions of the western world. Their food and clothing show the influence of the western world. Often they are western in business and school, but eastern in their homes. The children and the adults enjoy the western style of recreational activities, customs and general etiquette as well as their traditional type of courtesies and amusements. Many of the people speak both Japanese and English. When people of two cultures meet, what things can happen?

Factory Town Family (from the series: Four Families of Japan)

Kenji lives with his family in Kawasaki, an important factory town in Japan. His father works for Mitsubishi, one of Japan's largest manufacturers of cars. This company has lots of benefits available to its employees such as sports and recreation, a supermarket, a garden and housing facilities.

Factory Town Family (Continued)

With these benefits, Kenji's family enjoy many modern conveniences, for example, a new car and a private home. Although the family enjoys segments of Western culture, such as baseball, they still continue to participate in traditional eating styles and ancient Japanese celebrations. Yet Kenji awaits the opportunity to be part of Japan's modern industry, just like his father.

Family of Japan (from the series: Families of Asia)

Japan, a country located off the eastern coast of China, is a country of many contrasts. It is an ancient country full of traditions and customs, yet its businesses and industries are among the most modern and productive in the world. The Yamamoto family live in Tokyo, Japan's capital city. The father is a prosperous businessman and his two children attend elementary school, where they must wear uniforms. Hijira and Rika attend a Shinto festival with their parents, which is a celebration where the Japanese wear traditional costumes.

With the large population in Japan, there is an acute shortage of housing space. The Yamamoto family, though, is able to afford a small house. They have adopted many habits and customs of modern Japan, yet they continue to value many traditional ways of life.

Fishing Community Family (from the series: Families of Asia)

Fish is the second most important food in Japan which makes fishing villages quite common. The men go out fishing in the early morning and when they arrive on the shore at sunrise, many friends and family members are there to help them. All fishermen work for a fishing cooperative which sells the fish for them and gives them a percentage of the profits. This cooperative is in strong competition with the commercial fishing industry, however, which gives the coop more incentive to create modern and efficient methods. At home, the family prepares breakfast with the modern conveniences of electricity and running water, yet they still participate in the traditional custom of paying tribute to their ancestors. The life of the Japanese is filled with traditional customs, yet intertwined with modern ideas for the future.

Imports and Exports of Japan (from the series: Japan - Asian Neighbor)

Japan's economy depends on importing and exporting goods. Japan is one of the world's great trading nations. They must have food for a large population in a small country. Japan must import food, fuel, and raw materials such as lumber and minerals to carry on its manufacturing. Manufactured products are exported to pay for imports. There is an abundance of Japan's most important resources - its workers. Textiles were the first major export, but today, metal products, optical equipment, electrical equipment, cars, ships, pearls, fish and seafoods are among the important exports. The United States is Japan's most important trading partner. What world conditions could affect Japan's economic dependence on foreign trade?

Industrial Japan (from the series: Japan - Asian Neighbor)

Japan has grown rapidly into one of the great industrial nations of the world. One hundred years ago, Japan was an isolated country, had no contact with other countries and did not have any large industries. Today, Japan's industries produce more than any other country in the world except for USA and the USSR. Products made in Japan are sold all over the world, while resources such as lumber and iron ore must be imported since they lack enough materials to supply the country. The greatest resource of Japan, however, is the skilled and educated people who work hard and create an efficient labour force. Japan has adapted products from other countries and has developed new products and techniques to create a modern industrial nation. What factors are important if a country's industries are to grow?

Japan (from the Learning Tree filmstrip series: Living in other Lands)

Japan is made up of four islands, is about the size of the state of Montana and has a very large population. It is an advanced country with much industrial growth, but still continues with its ancient customs and traditions. While some cities have remained the same in appearance, others like Tokyo, have changed tremendously and resemble modern cities. The large population in large cities creates problems such as crowding, pollution and inadequate transportation systems.

Rural Japan has not changed much, its beauty and mountainous geography have remained. Farming villages are dominant and mainly grow tea and rice. The strong religions of Shinto and Buddhism have not changed, while Japan's ultimate goal is to have a strong economy. The society of Japan is truly unique - continuing with traditions and customs while the development of society is modern and constantly changing.

Japan uses the Sea (from the series: Japan - Asian Neighbor)

The Japanese have developed their resources from the sea. Japan is an island surrounded by the sea. Fish is an important part of the daily food eaten by the Japanese. Fish is also an important export. Some of the fishermen use small boats, fishing close to the shore for small fish. Others go out to sea in fishing fleets with the "mother ship" canning or refrigerating the catch. The cultured pearl industry is an important product of the sea and is also one of Japan's exports. Ship building is a major industry in many of the harbor cities. Japan is dependent upon the sea for food, transportation and world trade. How do Japanese use their resources from the sea?

Japan's Life from the Sea (from the series: The new Japan)

Fishing is big business in Japan. Although there are large commercial fisheries in Japan, the majority of the Japanese fishermen still work on a small scale and live in coastal villages such as Kazanashi. Fishing requires a great deal of equipment and preparation, yet no part of the fish goes to

Japan's Life from the Sea (Continued)

waste. The types of fish not only serve as a basis of food in Japan, but they also serve as Japan's resources, such as the pearl industry. This filmstrip illustrates how Japan depends on the sea for much of its food and several of its industries. Emphasis is placed on community activities in coastal fishing villages.

Japanese Boys and Girls (from the series: Japan - Asian Neighbor)

Boys and girls in Japan spend their time playing, studying and helping at home. Many of the sports and activities of the children and young adults are the same as those enjoyed by boys and girls in our country. Children like to hike through the wooded areas looking for nature specimens, especially crickets. Japanese children are serious about their school work. Their language, reading, writing and mathematics are in different form from ours. The children learn to observe and obey safety rules in the busy traffic areas. Japanese children participate in the festivals and ceremonies which are a part of their culture. Some of the chores and many home responsibilities are taken care of by the children in the family. How is the life of a young person in Japan similar to yours? How is it different?

Japanese Men (from the series: Japan - Asian Neighbor)

Japanese men work and relax in both traditionally Japanese and Western ways. Many men work in business, industry, city services or on farms. Older men usually work on the farms and younger men earn a better living working in business and industry. Choosing a company to work for is an important decision since most men work for the same company throughout their lives. Japanese men wear western-style clothing for business, work and western types of activities; but they often wear traditional Japanese clothing at home. Men enjoy traditional sports and home activities as well as the western types of sports. How do the lives of Japanese men reflect traditional as well as western ways?

Japanese Transportation (from the series: Japan - Asian Neighbor)

Japan is developing a transportation system to meet the needs of its people. A nation of many people and great industries must have a good transportation system if it is to survive. Railroads are the most important form of land transportation in Japan. Japan is building more and more freeways and good roads to serve the cars, buses and trucks on its busy streets and highways. In the mountainous areas there are narrow, dirt roads and primitive modes of travel. Japan builds large, sea-going ships. There is much world travel on Japanese ships as well as inter-island transportation. Transportation by air is also growing. How does a country's transportation system affect its economy?

Japanese Women (from the series: Japan - Asian Neighbor)

The role of women in Japanese society is changing. The traditional role of the Japanese woman is wife, mother, and homemaker. Women not only cook and serve graciously, but they also study such arts as flower arranging, brush painting and weaving. Some women work outside of the home in the entertainment, retail, farming and diving businesses. Women do most of the farm work while the men work in the city. Today, though, women are learning to take responsible jobs in factories, business and professional careers. How might new job choices for women change Japanese family life?

Life in Urban Japan (from the series: Japan - Asian Neighbor)

Crowded conditions in Japan's cities affect the way that people live. The geography of Japan in the physical sense is mostly mountainous so that the teeming population is crowded upon the plains. This population is in fact, the world's seventh largest. Crowding is most evident in the public places, recreational areas and along transportation routes. The dense urban areas are concentrated upon the plains. Housing is scarce with the majority of families living in small apartments or houses. Other problems associated with crowded conditions are sufficiency of water supply, garbage disposal and air pollution. How are these problems dealt with? How are Japan's urban conditions like those in your country?

Living with Nature in Japan (from the series: Japan - Asian Neighbor)

A traditional love of nature influences life in Japan today. Shinto and Buddhist religions are based upon a love of nature and an appreciation of the things about them. Japan is famous for its beautiful scenery both in the country and city. The Japanese show their love of nature through flower arranging and their design and care for their homes and gardens. Festivals and other activities, such as the tea ceremony, reflect the Japanese love of nature. How are Japan's traditions different from those in our country today?

Nagasaki and her shipbuilders (from the series: The new Japan)

Nagasaki is located on Kyushu, the most southern island of Japan and is on the edge of a natural harbor, which has helped to make this city the largest trading port in Japan. The history of Nagasaki has had much Chinese influence as well as the longest contact with western nations. The Dutch fascinated the Japanese with western games, clothing, eating techniques, medical and navigational techniques. After the atomic bombing of Nagasaki, the city was rebuilt and has become the largest in the world. The company is concerned with the quality and design of its ships as well as the welfare of its workers. Nagasaki has preserved its heritage and has become a beautiful city.

Okinawa: Keystone of the Pacific (from the series: The new Japan)

Okinawa is a small, Pacific island located four hundred miles south of Japan. Okinawans are citizens of Japan and their island is governed as a prefecture, a political unit somewhat like a state. It gets its name, Keystone of the Pacific, from its central location in southeast Asia. This filmstrip illustrates the customs, unusual climate conditions and socioeconomic problems characteristic of Okinawa. Emphasis is placed on Japanese and American influence.

Religions of Japan (from the series: Japan - Asian Neighbor)

Many customs and ceremonies in Japan are religious. Religious practices are a traditional part of Japanese daily life and form the basis of many of the customs and ceremonies. Shinto shrines may be seen in all parts of Japan. This is the oldest religion and is a form of nature worship. Many people who are Shinto are also Buddhists. Buddha taught that people can be happy only when they overcome selfish desires. The Zen Buddhists simplify the many religious ceremonies of the traditional form of worship. They live very simple, quiet lives. Christianity was brought to Japan much later in its history, and is growing rapidly in acceptance by the Japanese. How have the religions of Japan influenced life there?

Rice Farm Family (from the series: Four Families of Japan)

Noriko lives with her parents, sisters and grandmother on a rice farm. Their life is highly traditional, yet modern changes make their life easier, such as electricity, running water and machinery. Noriko's father also belongs to a farmer's cooperative which has increased productivity and profits. All of these changes in Japan today will make Noriko's life much different than her grandmother's, whose traditions and wisdom she respects.

Tokyo Suburb Family (from the series: Four Families of Japan)

Maki lives with her family in a suburb of Tokyo, the largest city in the world. Her father is a magazine editor who takes the train and subway to work. Although the family enjoys modern conveniences such as home milk delivery, efficient transportation systems, and food-to-go service, they still continue to practise many of the Japanese customs. Her mother, for example, arranges flowers, while she learns calligraphy. Her father's job, though, illustrates the blending of Western and Japanese cultures with the new styles pictured in his magazine.

A Traditional Japanese Family (from the series: The new Japan)

The Hoshino family lives in the village of Okkai, which is located in the central mountains of Honshu, one of the Japanese islands. This is a very traditional village family, illustrated by their habits and customs. The children of the Hoshino family respect their elders, yet they are being attracted away from their household to a new type of life in the city.

Tokyo : World's Largest City (Society for Visual Education)

This 90 frame filmstrip, with accompanying tape, shows life in modern Tokyo. It includes photographs of Tokyo in 1945 after the war and subsequent rebuilding during the American occupation. It shows life at home and at work, recreation, and problems facing Tokyo today. Questions for discussion and enrichment activities are included in the final frames.

Tokyo (Common Ground Filmstrips)

Part of a series called ' Living in Cities ', this 36 frame filmstrip is accompanied by a booklet full of facts and figures pertinent to the pictures. The objective of the filmstrip is to point out some of the problems that have arisen because of the economic success of Japan, which is most evident in Tokyo, and the efforts which are now being made to remedy the mistakes of the past.

Japan : Western Technology and Eastern Culture (Multi-Media Productions)

This 105 frame filmstrip , with tape, contains many of the pictures from the ' Child in Tokyo ' filmstrip. The program covers the topics of Japan as leader of Asia; Japan's history of isolation; the union of east and west in Japan today; the Japanese nation/family; Tokyo - leading city of Japan; the role of women in Japan and how Japan maintains a Western outlook with an Eastern core.

VIDEOTAPES - AVAILABLE THROUGH THE PROVINCIAL EDUCATIONAL MEDIA CENTRE (PEMC)

- Discovering the Music of Japan GWF, 1967, 22 min, colour.
- Haiku OME, 1969, 14 min, colour.
- Banzai BON, 1973, 60 min, b&w.
- Bomb, The BON, 1973, 60 min, b&w.
- Enemy Alien NFB, 1975, 27 min, colour.
- Japan BON, 1973, 60 min, b&w.
- Pacific BON, 1973, 60 min, b&w.
- Pearl Harbour to Hiroshima BBC, 1980, 20 min, colour.
- On Our Way BON, 1973, 60 min, b&w.
- Children of the Tribe NFB, 1980, 28 min, colour.
- ACROSS CULTURES SERIES
- FAMILIES SERIES
- VIDEO LETTER FROM JAPAN SERIES
- Japanese, The AIT, 1983, 15 min, colour.
- Katei Seikatsu : Japanese Family Life ALTA, 1977, 30 min, colour.
- Nisei, Sansei, Yonsei PEMC, 1977, 30 min, colour.
- Yen for Harmony OECA, 1978, 30 min, colour.

FIILMS (AVAILABLE THROUGH PEMC OR THE NATIONAL FILM BOARD)

- Days of Infamy NFB, 1962, 30 min, b&w
- Ritual PSYC, 1976, 30 min, colour.

** Many of the listed videotapes are also available as films but are not listed under both categories. Complete annotations of the films and videotapes are available in the PEMC and NFB catalogues. Many of the films referred to in this seed document are obtainable only through the Japanese Consulate.

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MICRO - COMPUTER SOFTWARE

Beyond the Rising Sun : discovering Japan.

Author : Michael Roesller

Educational Activities

P.O. Box 392, Freeport NY 11520

c 1984

Apple II+, IIe, IIc. Disk, manual, backup disk, \$63. # DK-25030

An exciting simulation game designed to give the user the opportunity to experience some of the typical problems and successes of growing up in Japan. The program randomly chooses from a pool of six characters and progresses through decisions about high school and leisure activities, college and jobs, and dating and marriage over a 10-year span. The user earns points in three categories — money, success, and family harmony. Random game factors influence the final score, but the users' success depends largely on how well they come to understand the principles of Japanese society discovered through the simulation. The program is highly interactive and full of surprises. It can be played repeatedly and still reveal new sequences as the user chooses to play the role of a boy or girl, decide whether or not to go to college, and make other decisions. A very interesting feature is that the players' family is also assigned at random a position on the modern/traditional continuum, determining the way the parents will react to certain decisions of the players. As in life itself, a combination of hard work, skill, and good fortune are required to win this simulation. The program, which must be played individually, takes about 20 - 40 minutes to complete, helps the user comprehend the complexity of Japanese culture, and allows the player to have a measure of control over what happens. Although there are not a lot of creative touches, this program's attention to detail is outstanding. There is an excellent support booklet with background, follow-up activities, and a bibliography. While schools can certainly use this simulation, public libraries might also find it appealing. Ages 12 - adult.

(Taken from Booklist , May 1, 1985)

PERIODICALS

Arts of Asia Publications, Metropole Bldg., 57 Peking Road, Kowloon, Hong Kong.

Asia Record, 580 College Avenue, Suite 6, Palo Alto, California, 94306.

Asian Wall Street Journal, Dow Jones, 22 Cortland Street, New York, New York, 10007.

East, P.O. Box 2640, Grand Central Station, New York, New York, 10163.

Far Eastern Economic Review, Circulation Manager, P.O. Box 47, Tong Chong Street, Hong Kong.

Focus on Asian Studies, The Asia Society, 725 Park Avenue, New York, New York, 10021

Japan, Ministry of Foreign Affairs with the co-operation of Mainichi Newspapers, available through Japanese Consulates in the U.S.A.

Japan Echo, TBR Bldg., 10-2-2 Nagato-cho, 2-Chrome, Chiyoda-ku, Tokyo, Japan.

Japan Illustrated, The Japan Times, 5-4-4 Shibaura, Minato-ku, Tokyo, 108 Japan.

Japan Quarterly, Published by the Asahi Shimbun, New York Office - 400 Times Bldg., 229 West 43rd Street, New York, New York, 10036.

Japan Times Weekly, 5-4-4 Shibauru, Minato-ku, Tokyo, 108 Japan, Central P.O. Box 144, 352.

Orientations: A Discovery of Asia and the Pacific, Mrs H. Moskowitz, 141-28 78th Avenue, Flushing, New York, 11367.